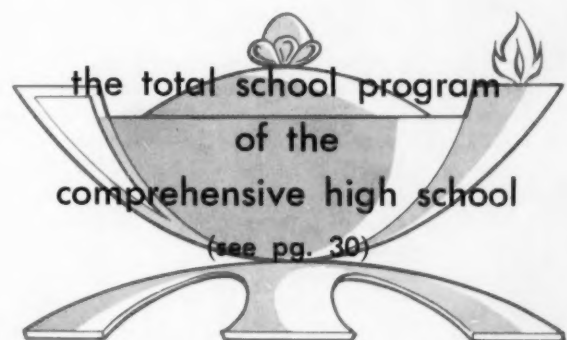
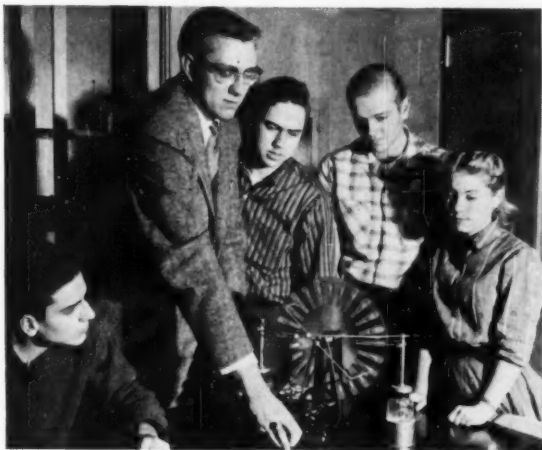


September, 1959

the
**AMERICAN
SCHOOL BOARD**
a periodical of school administration **JOURNAL**



The man with the sharp pencil picks Firestone!



AND GETS MORE MILEAGE OUT OF SCHOOL TAX DOLLARS!

Look to Firestone School Bus Tires for maximum mileage and performance! Firestone Rubber-X, the longest-wearing rubber ever used in Firestone tires, is specially compounded for bus tires. And with S/F (Safety-Fortified) cord, Firestone School Bus Tires give you extra miles of safe, dependable service. There's a tubeless or tubed Firestone tire for every road condition, every budget. Firestone Transports are tops for minimum budgets. If you want maximum mileage, at a small added investment, Firestone Super Transports will bring you 50% more mileage. And Firestone Super All Traction tires are built for maximum traction in any weather on all types of roads. Your Firestone Dealer or Store will help you analyze your bus tire needs. Be sure to specify Firestones on all new buses—you'll increase passenger safety and save school tax dollars, too!



TRANSPORT SUPER TRANSPORT SUPER ALL TRACTION

Firestone

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- Research is constantly employed at Sloan finding ways to make our Flush Valves better. The Segment Diaphragm is one result. This diaphragm costs a lot more to make, but we know it is a superior product which adds to that bonus of quality you expect from Sloan.

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SLOAN VALVE COMPANY • 4300 WEST LAKE STREET • CHICAGO 24, ILLINOIS

School Bus Tire Problem:

Buses must operate on back country roads as well as on paved highways—

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**GOODYEAR
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Highways, byways, country lanes—here is a great new tire by Goodyear that fits almost every type of school bus operation.

First, SUPER ROAD LUG has 50% more tread rubber to deliver many extra thousands of miles of service. And that tread also is specially compounded to resist the damage any kind of road might give it.

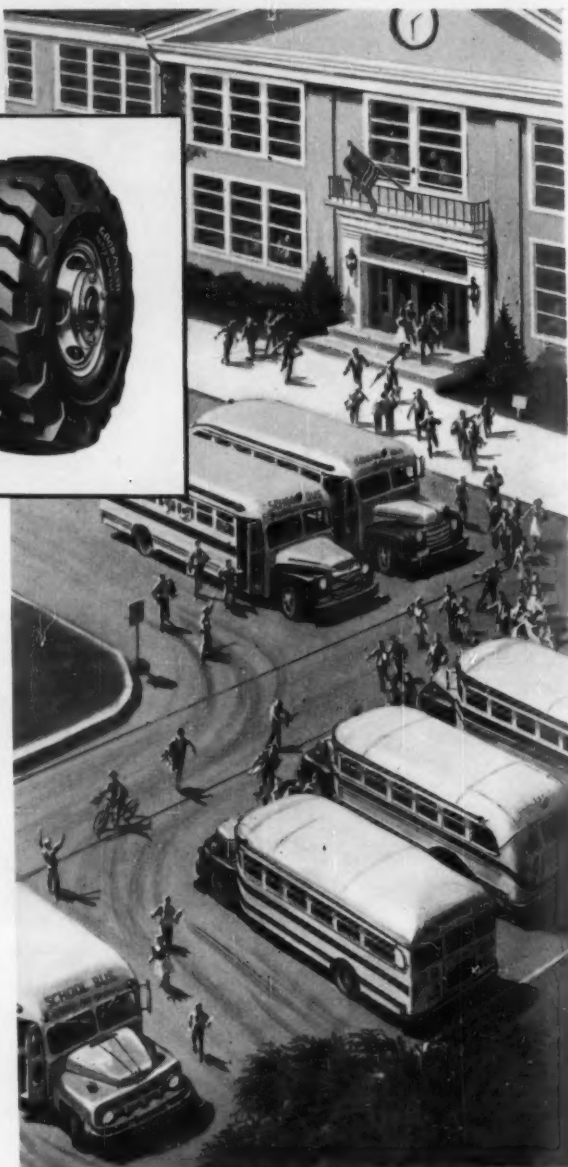
Its tread design features deep, long lugs, all extending out to the tire's shoulder for steadier, safer riding, for a better "bite" on any type of surface.

Deep grooves and sharply angled lugs insure traction in snow or mud—better stopping ability on wet or icy roads.

And SUPER ROAD LUG is built with *triple-tough* 3-T Cord—product of Goodyear's exclusive 3-T process that involves Tension, Temperature and Time. This results in a tougher carcass, triply armored against blowouts, bruise damage and heat troubles.

It may be recapped more often, too, for further low-cost service.

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Road Lug—T. M. The Goodyear Tire & Rubber Company, Akron, Ohio

GOODYEAR

MORE PEOPLE RIDE ON GOODYEAR TIRES THAN ON ANY OTHER KIND

the AMERICAN SCHOOL BOARD JOURNAL

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Associate Editor Edward J. Pollock
Assistant Editors Anna Tompkins, Barbara Collins
Washington Editor Elaine Exton
Circulation Manager M. J. Rutz
Advertising Production Manager Helen Smrz
New Products Editor Lois Lunz

Advertising Sales

MILWAUKEE 1, WISCONSIN
Vincent C. Geisheker, Gen. Sales and Adv. Mgr.,
400 N. Broadway, BRoadway 1-9700

CHICAGO 6, ILLINOIS
James T. Callan, Adv. Sales Mgr.,
Thomas A. Barran, 20 N. Wacker Drive,
State 2-7272

NEW YORK 7, NEW YORK
Jack Faber or Frank J. Fleming, 233 Broadway,
WOth 4-4071

MIAMI 32, FLORIDA
J. Bernard Cashion, 904 Chamber of Commerce
Bldg., FRanklin 1-9941

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Your JOURNAL for September...

As you know, concern for developing the potential of the gifted has exploded within the past year or so, lending new importance to the answer of the question, "Which is the best way to educate the gifted . . . acceleration, segregation, enrichment through partial segregation, or enrichment within the classroom?"

In your JOURNAL for September, we've featured a detailed progress report (pg. 23) on a really vital experiment by the Evanston, Ill., schools to determine the most effective program to use in educating the gifted child. Begun in 1956 with five groups of third graders, the experiment is producing valuable data.

We're sure you'll find this report especially informative at the beginning of a school year in which your district will most likely re-evaluate its help for your gifted.

You'll also find in your JOURNAL for September a wide range of articles on such subjects as:

1. *School Law*: Dr. Bolmeirer (pg. 33) believes school officials should know more about the operational aspects of school law and suggests how to keep up with the trends.

2. *ETV*: with the stress on the subject, the matter of how much does it really cost is a basic one and rare figures on capital outlay, operating expenditures, etc., are quoted. (pg. 38).

3. *School Board Policy*: still the best way to a smoothly functioning school system is the policy handbook . . . and

OUR COVER...

The cover article (pg. 30) picture reviews a comprehensive high school's "total program" with offerings in art, music, language, physical education, homemaking, social sciences, business education, etc.



here are several guides (pg. 28) for formulating one.

4. *School Lunch*: details on how a community of five schools set up a complete centralized lunch service for \$10,000 (pg. 52) is a fascinating success story other districts could adapt.

And well over a dozen additional articles and department features on a gamut of topics provide must reading, no matter what your interest in school affairs.

for October...

Since the turn of the century, there has been increased interest in merit rating. The JOURNAL for October spotlights this subject with a complete report on conditions that have created a need for merit rating, its present status, and illustrations of types of merit schedules now being used.

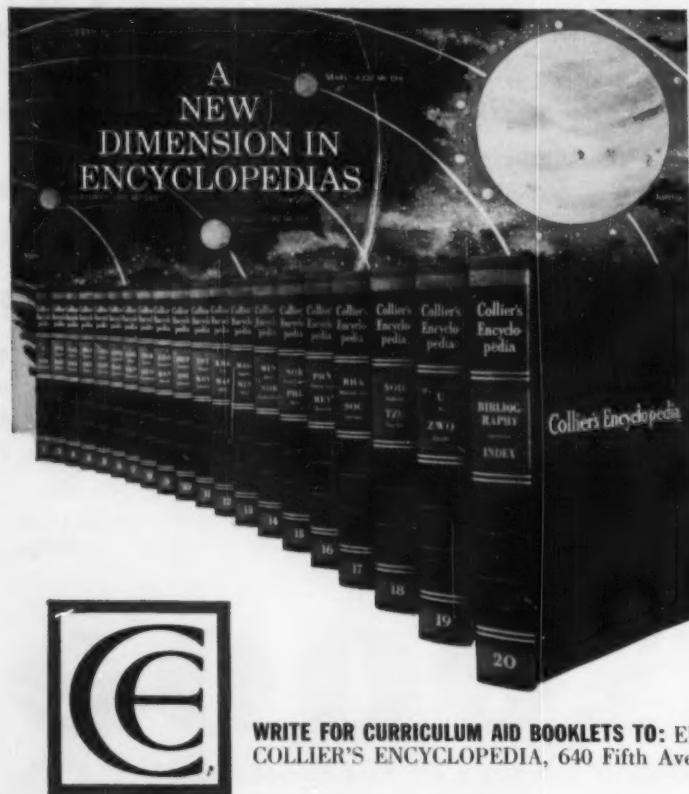
The Editor

SUBSCRIPTIONS. In the United States, Possessions, and Canada, \$4.50 a year, payable in advance. Two-year subscriptions will be accepted at \$7.50. In all foreign countries, \$5.50, two years at \$9.50. Single copies, 50 cents.

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DISCONTINUANCE. Notice of discontinuance of subscription must reach the Publication Office in Milwaukee at least 15 days before expiration date.

EDITORIAL MATERIAL. Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct and should be accompanied by return postage if unsuitable. The contents of this issue are listed in the "Education Index."



NEW 1959 COLLIER'S ENCYCLOPEDIA

The new 1959 Collier's Encyclopedia offers a New Dimension in planned, progressive expansion based on the reference needs and interests of modern readers.

This new edition combines 427 completely new authoritative articles with over 900 new illustrations to provide the most timely information you can possibly get in an encyclopedia.

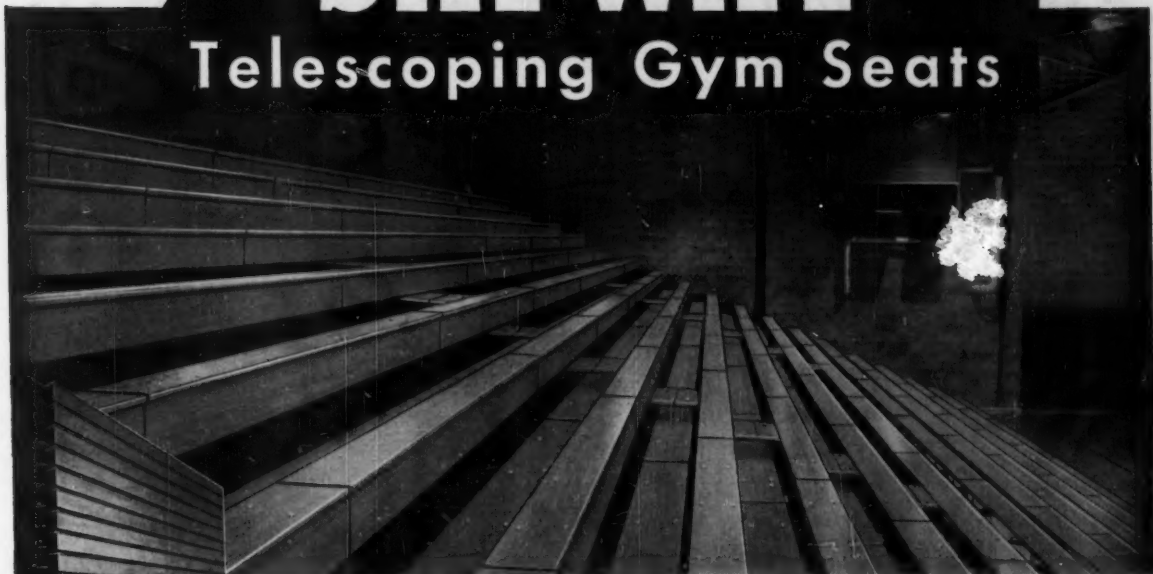
A total of 1,719 articles have been added or revised. Such timely subjects as *Space Satellites*, *Space Travel*, *Guided Missiles* and *Rockets* again have been completely up dated and expanded. With over 4,000 pages devoted to outstanding coverage of general science, chemistry, physics, biology, mathematics and allied subjects, Collier's Encyclopedia can augment every school program in accordance with the provisions of Title III of the National Defense Education Act of 1958.

No wonder Collier's Encyclopedia is recommended by every Educational and Library Agency that evaluates encyclopedias.

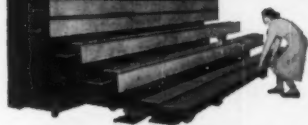
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SAFWAY

Telescoping Gym Seats



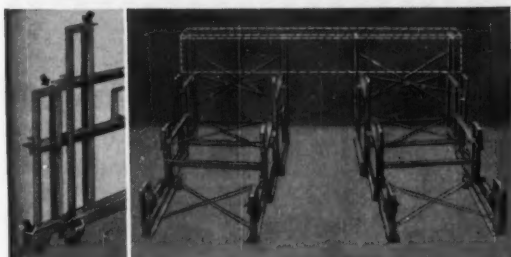
This 18-row installation telescopes easily and accurately



**...assure quick, easy changes
for every gym seating event**

YOUR GYM SEAT SET-UP may be changed several times daily for varied gymnasium events. With frequent opening and closing, *easy operation* of seats is vital to keep your handling time and costs low.

Safway seats roll smoothly—minimize friction—re-



**FRICTION MINIMIZED BY ROLLERS;
RIGIDITY INSURES STRAIGHT TRACKING**

(LEFT) Rollers eliminate metal-to-metal friction at contact points. Top arrows show horizontal rollers in channel under foot boards; bottom arrows show vertical rollers between wheel assemblies.

(RIGHT) Standard 16-ft. section, showing vertical and horizontal bracing. Rigid structure keeps rows always parallel to insure straight, in-line tracking as rows telescope in or out.

duce effort. Complete 16-ft. sections move straight in and out, without binding or cocking. The simple telescoping design eliminates jointed levers and crossarms.

Advanced Safway engineering also gives you these important advantages:

STRONG, SAFE CONSTRUCTION—8 steel columns under every row; uniform load distribution through vertical and horizontal steel bracing; 3 automatic locking devices.

SIMPLE, EFFICIENT DESIGN—Minimum of moving parts. Stable support with extra-long wheel carriages and 8 self-lubricating wheels under each row.

NO POWER EQUIPMENT NEEDED—With binding eliminated and friction minimized, there is no need for costly power equipment.

HANDSOME, FURNITURE-LIKE APPEARANCE—Seat and foot boards have a rich, glossy Golden Oak finish.

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Submit your seating requirements for recommendations by experienced Safway engineers. There is no charge for this service. And write today for your free copy of the new Catalog 169.



SAFWAY
STEEL PRODUCTS, INC.
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whether



the **Nesbitt** year-round syncretizer air conditioner

The Nesbitt Year-Round Syncretizer is a new, quiet operating air conditioning unit designed especially for the classroom. In winter, it heats, ventilates and cools (with fresh outdoor air)—in summer, it ventilates, mechanically cools and dehumidifies. Throughout the year, it performs these functions automatically to meet individual room requirements. It assures every student—anywhere in the room—the comfort conditions necessary for highest learning efficiency . . . at any time during the school year.

Economical Heating . . . uniform warmth over the entire room . . . no cold spots . . . no drafts. Unit

sets back at night to save fuel, heats room quickly before morning occupancy.

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All-season Cooling . . . economically provides outdoor air in winter, intermediate seasons and cool summer nights. Cools mechanically in warm weather.

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...learning rate is faster

it's -5° or 95° outside

Student comfort is essential to the learning process. Trying to keep alert and attentive in a stuffy, overheated classroom or to work in a chilly or drafty one, distracts the student and lowers learning efficiency. The conscious or unconscious effort to maintain the bodily heat balance takes precedence over virtually every other consideration.

The best teaching and the finest facilities cannot make their proper contribution to the learning process unless the classroom is kept at the correct comfort level. This means controlling room temperature and humidity under all conditions, and keeping fresh air circulating without noise or drafts.

The Nesbitt Year-Round Syncretizer solves all these complex classroom thermal problems quietly and automatically. It assures ideal comfort conditions needed for maximum learning efficiency.

Get complete details on the Nesbitt Year-Round Syncretizer: Send for publication 11-2.

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creates the right classroom climate for learning efficiency

Costs Less to Install . . . the Year-Round Syncretizer system uses smaller, less expensive system components (pipes, pumps, chillers, etc.) because less chilled water is required for same cooling capacity. Factory fabrication of unit piping reduces job site labor.

Costs Less to Operate . . . with the Year-Round Syncretizer system only spaces in use need be conditioned . . . not the entire building. Mechanical cooling required only when outdoor air is inadequate to meet cooling requirement.



No other unit or system meets the performance, safety and budget requirements of schools as well as the Year-Round Syncretizer.

Surveying the School Scene

news notes of special interest

THE INTEGRATION SITUATION

The integration picture, unusually active just before the opening of schools in September, includes these events:

- In Little Rock, Ark., schools may commence up to a month early under a pupil placement plan okayed by the U. S. District Court. The privately-owned Raney High School, which substituted for the closed Little Rock school, has indicated it is "going out of business."

- In Dallas, Tex., a federal judge refused to order integration of the Dallas schools this fall, but ordered the board to "put your house in order" for integration.

- In Virginia, 21 schools in Prince Edward have been closed by the community to avoid the effects of an integration decree, ending public education for 1300 white and 1600 Negro children, while the Charlottesville school board has developed plans for segregating all children by sexes above certain grades and for admitting 12 children to the high school in September.

- In New Orleans, the parish or county board has been ordered to present desegregating plans by March 1, 1960.

- In Atlanta, the board must have in the court's hand a program for integration by December 1.

NATIONAL CURRICULUM OPPOSED

A national school curriculum proposed by several educators at the St. Louis convention of the N.E.A. in July has met with disap-

proval by prominent school administrators. Martin Essex, head of the AASA in an address at Teachers College declared that the publication of such a curriculum, even though it had been prepared by a commission of distinguished educators and financed by a foundation grant, would be a cataclysmic change. Initiative in the public schools, he stated, has come from local sources, based on local and state experimentation and intended to fit needs in various parts of the country.

WILL ACQUIRE VHF CHANNEL

The Metropolitan Educational Television Association of New York City has announced that it shortly will acquire a VHF channel for full-time educational television broadcasting in the New York area. Plans have been made for an intensive campaign to raise funds and the entire attention will be concentrated on planning and fund raising for the station.

PREVENTING DETERIORATION OF EDUCATION

The Fund for the Advancement of Education, in New York City, has announced a nationwide program of experiments on ways of preventing deterioration of education resulting from a shortage of college teachers. The report suggests improvement in the use of available teaching sources by giving more responsibility to students for their own learning, by the regular use of television, films, and self-teaching machines, by teaching students in larger groups, by the use of graduate and

undergraduate teaching assistants or part-time faculty members, and by streamlining the curriculum to reduce proliferation and duplication of courses.

Commenting on the national shortage of qualified college faculty in the next decade, the report said, "the realistic alternatives are a decline in the quality of education, or changes in methods of teaching and administrative arrangements to make better use of available teaching and learning resources."

EDUCATIONAL EXPENDITURES

Education takes a larger share of city expenditures than other functions. According to the U. S. Department of Commerce, in a summary of 1958 municipal expenditures, education cost \$1,636 million, an increase of 11 per cent over the 1957 expenditure. This represents only a small fraction of the total outlay of \$1.636 billion, because in most cities the schools are operated for independent school districts and the outlays are not included in the statistics of municipal expenditures.

BUSINESS MANAGERS' SALARIES

Business managers in Upper New York State received in 1958-59 a median annual salary of \$7,250. In districts having less than 1500 pupil enrollments the median was \$5,875; in districts of 1501 to 3000 enrollments, the median pay was \$7,250; and in districts over 3000 enrollments, it was \$8,500. The element of experience influenced salaries. Men with less than five years' experience received a median pay of \$7,409, and those with service longer than five years only, \$6,750.

Business managers in communities in the New York City area received a median of \$9,735, and men in the independent city districts were paid \$10,562.

MODULAR SCHOOL BUILDINGS

A study of the economic possibilities of modular construction of school buildings has been undertaken by the Texas State Education Association in co-operation with the school plant division of the United States Office of Education. The sum of \$166,000 has been made available for the study and the research will be principally limited to an analysis of approximately 125 carefully selected school building plans prepared by leading school architects. Steward D. Barradale of the Southwest Research Institute at the University of Texas and Leon Graham, assistant commissioner for administration in the Texas State Education Agency are directly in charge.

The study will be directed to find a representative system of modules which will reduce the cost of component parts of school buildings and reduce the actual time of construction. Proponents of the research are particularly anxious that no system be adopted which cannot preserve flexibility in design. It is expected that the results will be available in 1960.

AUSTERITY IN THE SCHOOLS

In Levittown, L.I., N. Y., the board of education has adopted a \$10,017,384 "austerity" budget for 1959-60. It precludes new textbooks, school buses, cafeterias, and recreation programs. The cuts will take effect this summer without being submitted to the voters. A special session was held after the residents rejected a school budget for a second time amounting to \$10,195,446.

In St. Louis, Mo. the board of education

(Concluded on page 62)

SCHOOL BOARD JOURNAL for SEPTEMBER, 1959

a new trend* in coolers

*NO EXPOSED FITTINGS • plumbing connections concealed in cabinet

*SET TIGHT TO THE WALL • no space behind cooler to collect dirt



new WALL-TITE

Makes all other floor-type coolers passe. Not only far more sanitary but takes less floor space and is easier to install.



new WALL-MOUNT

It's a Halsey Taylor first! Mounts on wall, off the floor. Compact, easy to keep clean, no corners or crevices to catch the dirt.

Both of these models come in 6, 11 or 16 gallon capacities. Write for further information

See Sweet's or consult the Yellow Pages

The Halsey W. Taylor Co., Warren, O.



12



View of the student lounge in the Burnsville school in Savage, Minnesota, showing an imaginative use of Natco ceramic glazed Vitritile. Architects: Haarstick Lundgren & Associates, Inc.

Today there are many new, exciting uses of NATCO VITRITILE

Yes, today imaginative minds are blending Natco ceramic glazed Vitritile in harmony with other compatible building and decorating materials to create modern showplaces of color and design.

Vitritile, available in a complete selection of modern field and accent colors, offers an unlimited choice of color combinations. And, because the colors are permanent, walls will retain their original "new look" for the life of any building.

Combine *your* creative talents with the functional *and* decorative qualities of Natco structural clay facing tile on your next building job. Write for catalog S-59.

Today's idea becomes tomorrow's showplace . . . when Natco structural clay products are in the picture

natco corporation

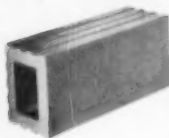
GENERAL OFFICES: 327 Fifth Avenue, Pittsburgh 22, Pennsylvania . . . Branch Offices:
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Vitritile comes in three nominal face sizes: 8" x 16", 5½" x 12" and 5½" x 8".

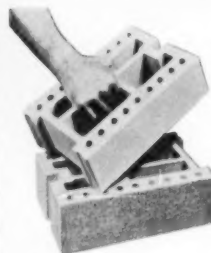
ALWAYS LOOK TO NATCO

for the complete line of structural clay products for quality masonry construction



CERAMIC GLAZE VITRITILE

Furnished in nominal 2", 4", 6" and 8" thicknesses in ceramic color, speckled and clear glaze finishes. Provides permanent interiors with little maintenance. Complete shapes and fittings furnished. Nominal face sizes: "8W" Series 8"x16", "6T" Series 5 1/4"x12", "4D" Series 5 1/4"x8". Write for shape catalogs.



UNIWALL FACING TILE

Tile Face Size 3 3/4" x 11 1/4" available in Buff Range Rugg-Tex Exterior Finish - Ceramic Glaze Interior Finish for single unit wall construction. Manufactured from the highest quality fire clay to conform to all A.S.T.M. and Federal specifications for load-bearing facing tile.



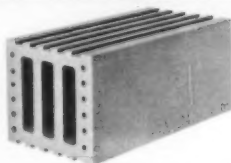
DRI-SPEEDWALL TILE

For complete load-bearing nominal 8" wall construction or multiple unit walls utilizing 2", 4" and 6" stretchers and standard fittings. Full stretcher units, nominal size— 8" x 5 1/4" x 12". Colors: Buff Unglazed, Manganese Spot, Salt Glazed and Red Textured.

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Unglazed Facing Tile	Wall Coping Tile
Ceramic Glaze Vitribrik,	Clay Stove Liners
"4S" Series	Flashing Tile
Tex Dri-Wall Tile	Chemtile
Patio Tile	Kiln Floor Brick
Stairtread Tile	Natsoil

Write for General Catalogs S-60 and SB-60



"FIREPROOFER" TILE

This Heavy-Duty Fire Resistant Unit is designed primarily for stairway and elevator enclosures, or other areas where a single unit 6-inch wall is required with a 2-hour fire resistance rating. Furnished in a ceramic glaze finish on one face only in a variety of colors. Size: 5 1/4" high x 11 3/4" long x 5 3/4" thick.



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Manufactured from highest quality clays, Natco facing brick is perfect for interiors and exteriors of modern buildings. Natco Ceramic Glazed Velour and Speckled brick is furnished in many attractive colors. Unglazed facing brick is furnished in red, buff and gray ranges in Standard, Roman and Norman sizes and in various textures.



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PROS AND CONS

an "open forum" for your views
on the school scene

State vs. Private Insurance

I have waited for several months for a reply to the article entitled "Use Your Insurance Dollars Wisely" by Professor Gaylord D. Morrison, of Colorado State College (your JOURNAL for April, 1959, pp. 35-36). Up to this time there has been no rebuttal in any form to this article. It appears to me that this is of such long range importance that the insurance companies stand on a state fund for fire insurance, the people involved on the other side of the fence, should be stated. . . .

We must re-emphasize the fact that if we allow governmental agencies to keep nibbling at private enterprise, it will be but a matter of time and the predictions of Stalin, Khrushchev, and other Russian leaders will come true, in that they predict that the American economy will become a socialistic economy without any help from the outside.

It boils down to a matter of philosophies, and either the current individual enterprise philosophy of the United States is a good one or it isn't. If it is good, then let's continue using the materials and ideas at hand, and stop playing with the possibilities of a socialistic state.

Vernon Ebersole
Member, Lansing, Mich.,
board of education

Cleaning Chalkboards

Your May issue (pg. 34) contained an article relative to cleaning chalkboards. This was interesting, of course, but our company would like to raise a question.

Your article states that certain metal chalkboards are being washed regularly, and this in itself is quite true. Your reference to "metal," however, might lead some users to believe that only metal chalkboards may be washed. This, of course, is erroneous.

Nucite tempered glass chalkboard may be washed regularly. During more than 20 years of production, we have recommended washing these boards regularly and not one piece has been known to be damaged in any way by the use of water.

Robert C. Canavella
President, New York
Silicate Book Slate Co.



R-W No. 785 "IN-A-WALL" Steel Wardrobes . . . designed to provide functional beauty, modern color harmony and flexibility of arrangement.

Individual door operation, full recess opening, no obstructing hardware, rigid durable construction for years of easy, dependable operation.

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for
**SCHOOLS
CHURCHES
INSTITUTIONS**



R-W No. 775 "VERTICAL-LIFT" Wardrobes . . . available in Aluminum or Wood Veneer in either a solid or hollow core design, electrically or manually controlled. A modern wardrobe combining maximum strength with dependable, easy operation.

R-W offers a complete line of Wardrobes that combine modern styling, dependable, trouble-free operation and flexible adaptability . . . units that are backed by years of research, development and field experience. R-W Wardrobes are designed to economically meet the requirements of today's schools, and to fulfill these requirements for years to come. If you are planning a new school where you desire up-to-date clothing storage, you will find R-W Wardrobes are engineered to fit the job.

Your local R-W Sales Engineer would appreciate the opportunity of telling you about R-W Wardrobes . . . call him today or write to us for complete information.



R-W No. 781 Wardrobes . . . doors open in pairs providing unobstructed entryway, easy and economical to install.

Also available are the R-W No. 883 Wardrobes with multiple operating doors, and R-W No. 780 Wardrobes with individually operated doors.

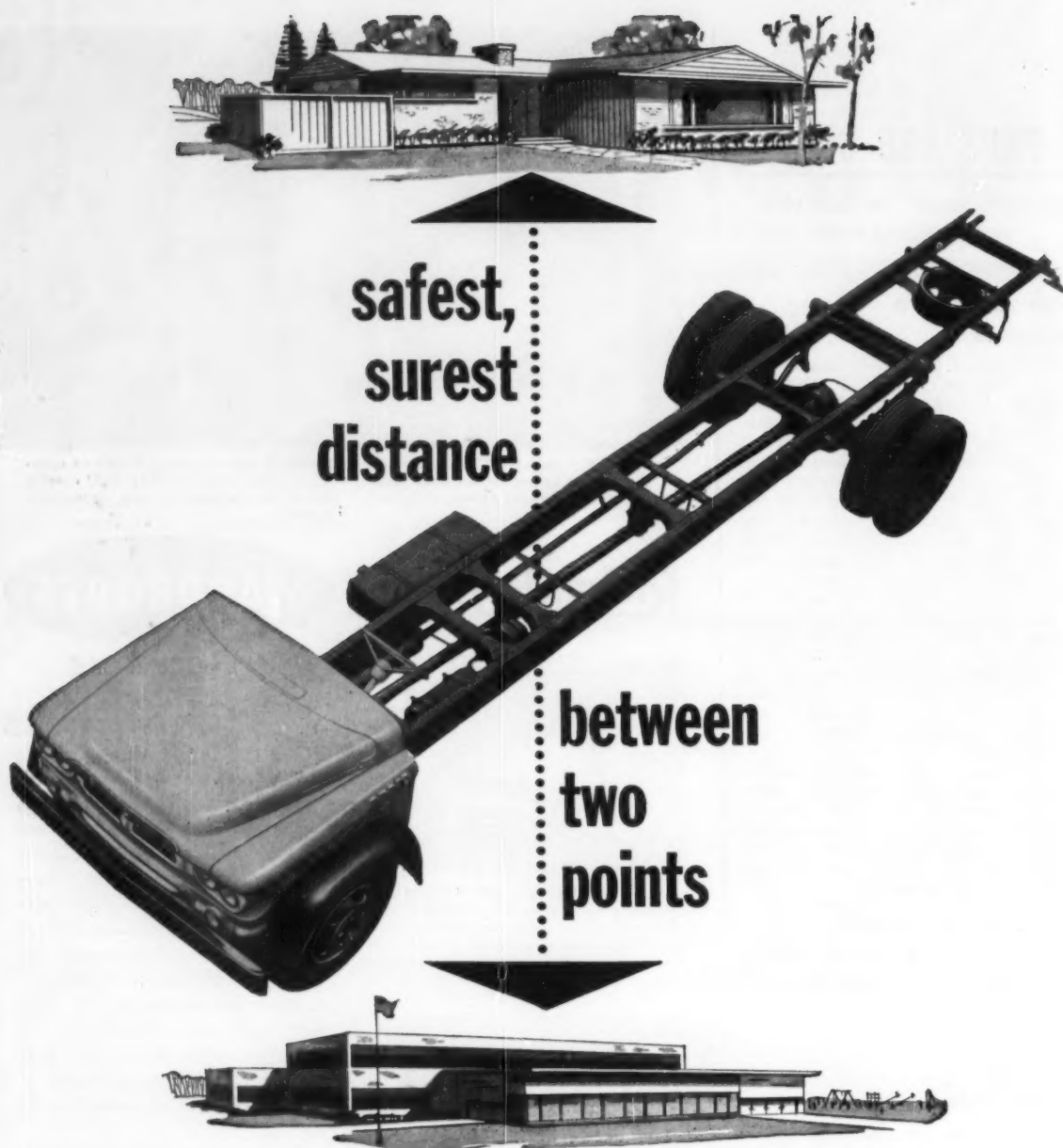
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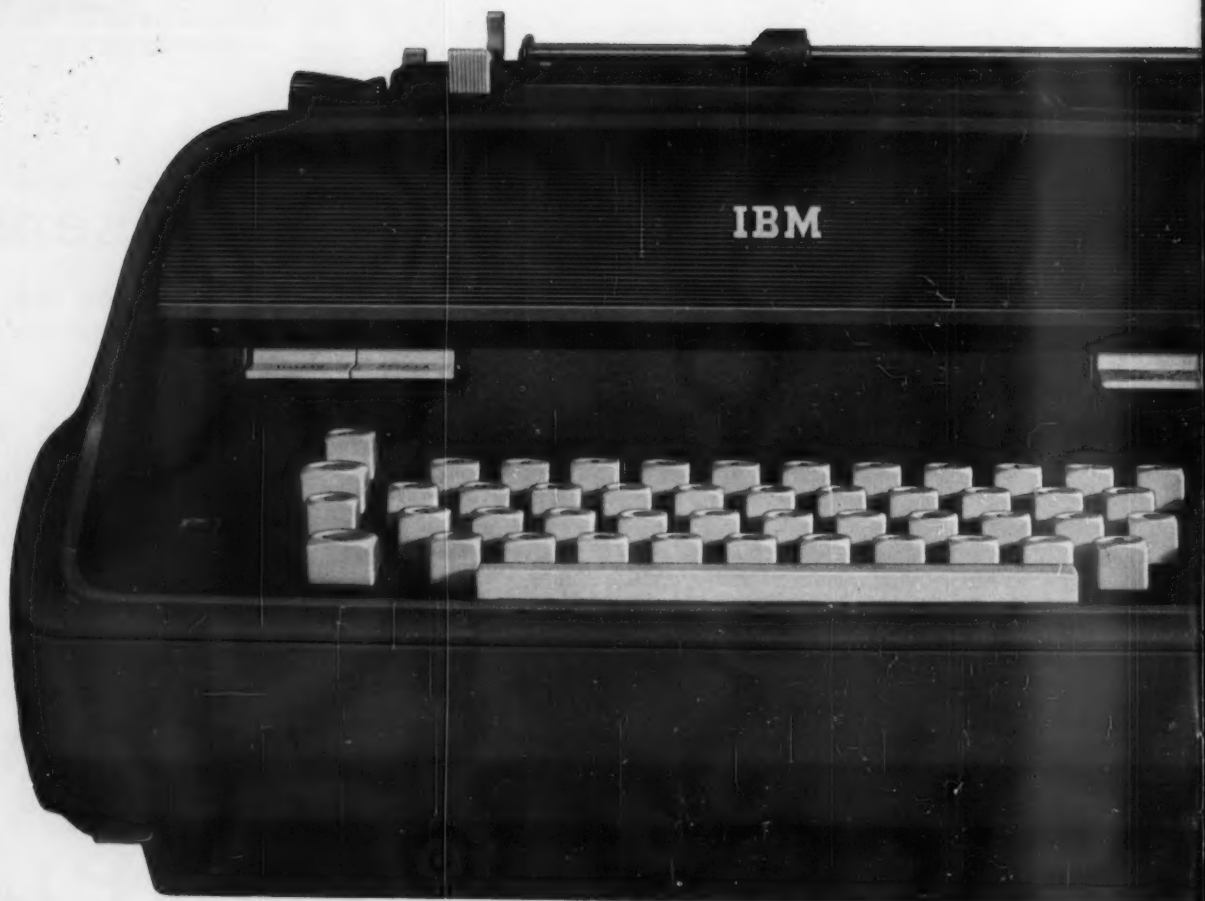


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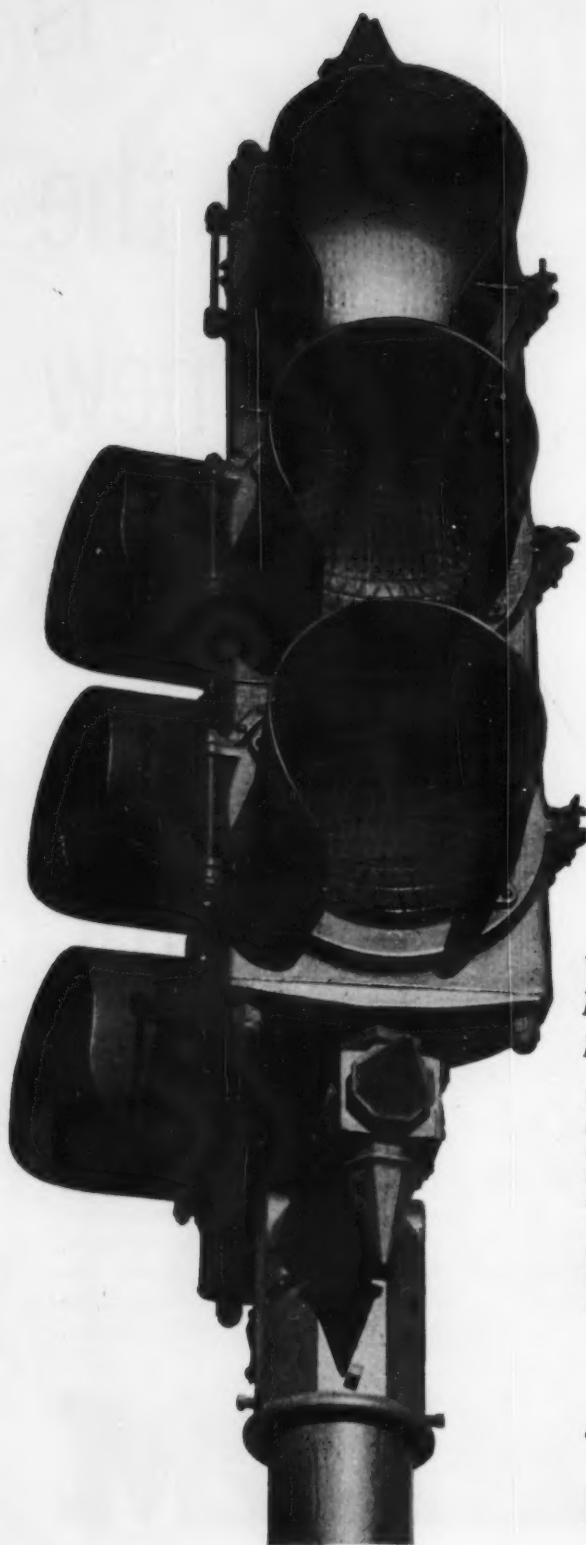
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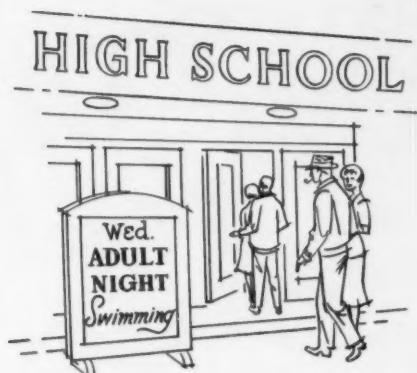
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Recent Major Conferences

PETER PROUSE

Associate Executive Director, NSBA

In working to improve public education through better school board service, the National School Boards Association has given increasing attention to observing and participating in important national conferences, meetings, and workshops. In last month's "NSBA Report," an account was given of the recent Southern Regional Workshop for state school boards association leaders in nine states, as well as the meeting between the executive committees and staff executives of the NSBA and the American Farm Bureau Federation. Since those events, other important conferences have been held, including the following:

Classroom Teachers Conference

From July 5-17, 1959, at Illinois State Normal University in Normal, Ill., the 16th Classroom Teachers National Conference was held. Some 300 teachers from 42 states and 12 foreign countries participated in a series of sessions built around the theme: "The Classroom Teacher—Builder of a Better World."

On Thursday, July 16, at 9:00 a.m., a general session was held on the subject of "Professional Relations Between School Board Members, Administrators, and Classroom Teachers." Present to deliver one of the two main addresses at this session was NSBA Executive Director W. A. Shannon, who shared the platform with Dr. Shirley Cooper, Associate Secretary, AASA. Following the opening presentations, participants engaged in discussions in a series of group meetings, each of which had a school board member and a superintendent present to serve as consultants.

In his presentation, Mr. Shannon stressed paths to solution of conflicts and problems which stand in the way of the establishment of better relationships. The central question from which most of these conflicts and problems spring, he said, is "How much of what means are to be expended to meet what goals, how, and in what priority?" In establishing better relationships, he stated, special emphasis should be given to (1) democratically determined

educational goals for the district, (2) democratically developed personnel policies, (3) democratically prepared rules and regulations, (4) fundamental concern in all decision making upon what is best for students, (5) respect for mutual areas of responsibility, (6) better informed board members, administrators, and teachers, and (7) greater efforts to establish cooperation between all groups and at all levels for the solution of school problems.

Eighth Midwest Conference

State school boards association leaders of the NSBA's Central Region met on July 16, 17, and 18 in St. Paul, Minn., to participate in the Eighth Annual Midwest Conference devoted to the study of organizational and educational problems. Central Region states included Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, Ohio, and Wisconsin. Also represented, but from the NSBA's Western Region, were Kansas, Nebraska, and North Dakota. The Minnesota School Boards Association, under the leadership of President Herbert C. Latvala and Executive Secretary W. A. Wettergren (who is also president of the State Association Secretaries of the NSBA), was the host association.

Dr. Forrest Conner, Superintendent of Schools of St. Paul, and the president-elect of the AASA, who addressed the group at the banquet held on Thursday night, July 16, declared that the most crucial issue facing public education today is the problem of planning for adequate financial support. He said there is a "two-way squeeze" at the present time, one coming from the increasing number of pupils to be educated, and the other from the proportionally diminishing revenue from traditional sources of school support. He challenged the NSBA, with the support of the state school boards associations, to undertake a nationwide study to examine the whole problem of adequate financing of public schools in the years ahead. Dean Schweickhard, Minnesota Commissioner of Education, also addressed the dinner meeting. He urged

greater cooperation between state boards of education and state school boards associations in the development of legislative programs.

Minnesota Senate Majority Leader John Swach, former teacher, and veteran of 25 years in the Minnesota Legislature, spoke to the conference on July 17 on "What Motivates Legislation?" He stressed the fact that school boards associations are in a position to make an especially effective contribution in the area of school legislation, because of board members' legal responsibilities for representing the public at the grass roots level, and because they have no personal axes to grind in promoting educational legislation. The speaker emphasized the importance of school boards association activity in gathering pertinent and reliable data which can be used by legislatures in their deliberative processes.

John Bloxsome, member of the NSBA Board of Directors representing the Central Region, spoke to the group at a second dinner meeting on July 17. He reported on NSBA activity since the time of the 1959 NSBA convention in San Francisco, noting particularly the increased number of board and individual memberships, the enlarged budget, and the resultant expansion in NSBA services. Dr. Harold V. Webb of the NSBA staff also spoke to the conference, challenging those present to plan ahead in trying to determine what each state association should be doing not only to provide a dynamic program now but over the next decade. Other speakers at the conference included Peter Pafiolis of Don Braman & Associates (who spoke on "The Value of Planned Public Relations"), W. O. Nilsen, superintendent of Minnetonka Public Schools, Ralph Keller, executive secretary of the Minnesota Editorial Association, and Mrs. Mary Pilch of St. Paul, member of the Governor's Advisory Council on the Gifted.

Dr. James Hart, executive secretary of the Missouri School Boards Association, was elected chairman for the 1960 conference, to take place in Joplin, Missouri. ■



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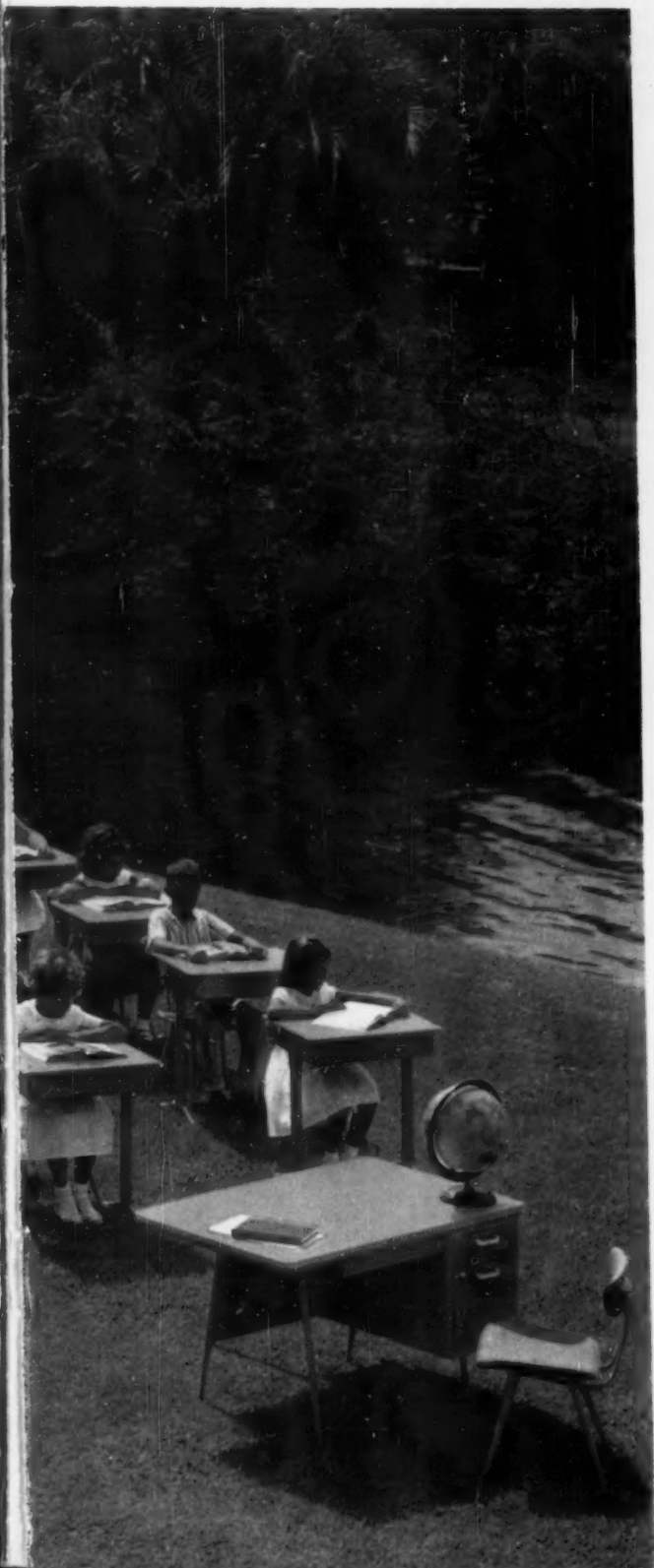


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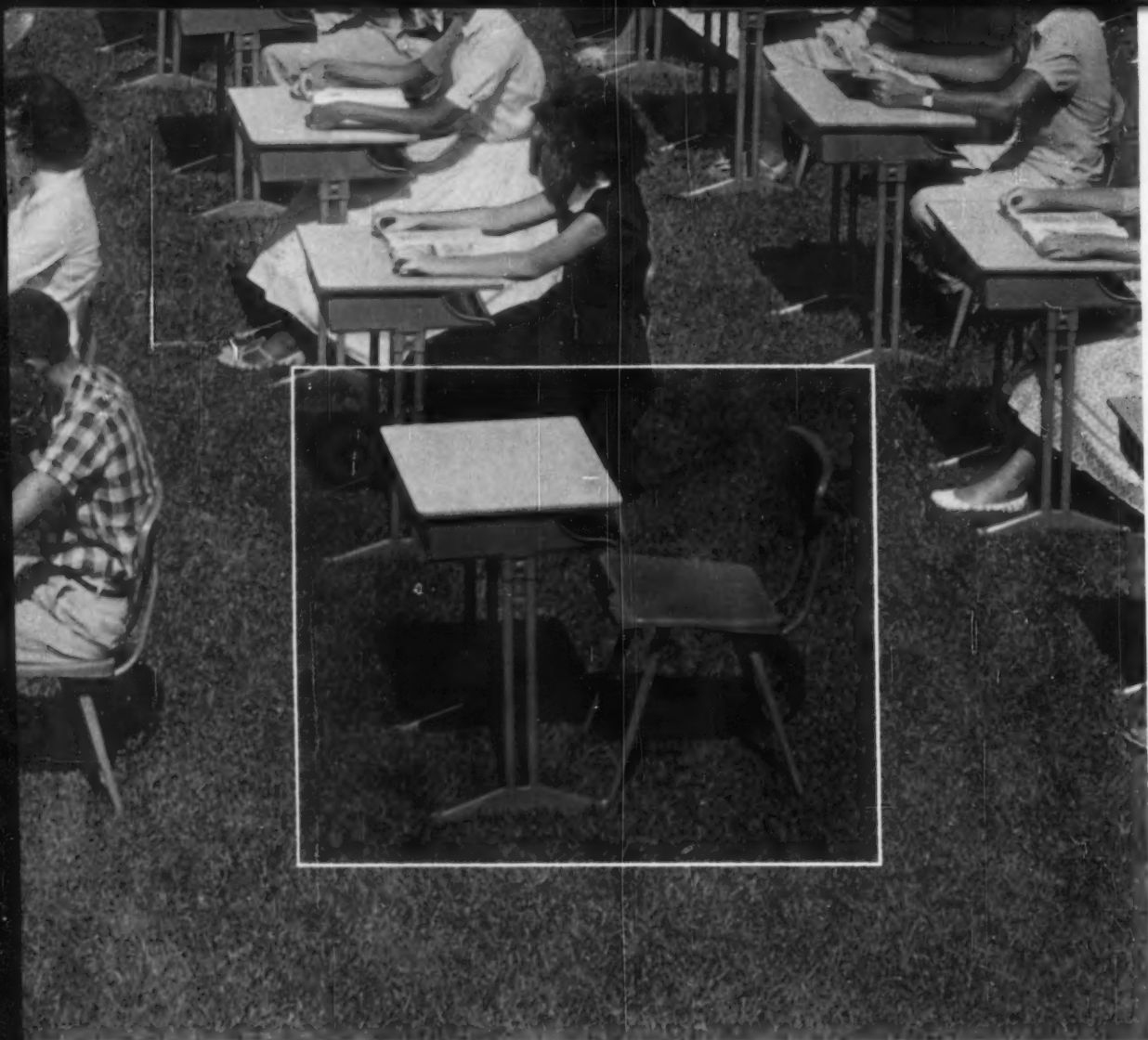
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September, 1959

Education of the Gifted

a progress report on an important gifted child experiment begun in 1956 to test the "best way" to educate gifted:

(1) acceleration, (2) segregation, (3) enrichment through partial segregation, and (4) enrichment within the class —

In September, 1956, the Community Consolidated Schools in Evanston, Illinois, launched a research study (for complete details read your JOURNAL for April, 1957, pp. 43-46) of the various ways of meeting the needs of children of superior intelligence. During the year 1955-56 a careful selection of third grade pupils to be included in the study was made. The first screening was based on group tests already on file for the children. These included the Metropolitan Reading Readiness Test given in kindergarten, the Stone Webster Reading Test in first grade, the Kansas Reading Test in second grade, and the Kuhlmann-Anderson Mental Test in second grade.

Any child scoring among the top 20 per cent in Evanston on any two tests was tested individually with the Wechsler Intelligence Scale for Children (WISC). Children suggested by third grade teachers as possible candidates were also tested individually. One hundred sixty-six children having IQ's of 120 or more on the WISC were chosen as subjects of the study. The IQ range was from 120 to 146. The mean IQ of the group was 126, indicating that many of these children are only moderately gifted.

Near the end of the school year in third grade (Spring, 1956), the Gray-Votaw-Rogers Achievement Test was administered to measure the academic

standings of the children before the special groupings were set up. Peer appraisals were obtained through the administration or sociograms, and teacher evaluations through the use of rating scales.

In the fall of 1956 two segregated classes and three partially segregated classes were set up in the schools. Planned enrichment within the classroom was instituted in two schools. The accelerated and controls were in heterogeneous classes. They were not physically grouped but were considered a group statistically. There were no significant differences in intelligence among the groups.

In the spring of 1957 the Gray-Votaw-Rogers Achievement Test, sociograms, and teacher's ratings were repeated. All groups were superior in achievement. Comparisons showed that the only significant difference in achievement among the groups was that the accelerated children were lower than the control group. The partially segregated group had made more progress than any other.

Teacher Ratings High

Teachers' ratings were high for all groups in both years, although they were, in general, somewhat lower in fourth grade than ratings for the same pupils had been in third grade. This may reflect the raising of teacher ex-

VERA V. MILLER

Director of Research, District No. 65, Evanston, Ill.



pectancies as children mature and advance in the grades, or perhaps children at this age, identifying more with the group, are more independent and make less effort to please. On sociograms the SCE (Superior Child Enterprise) children were chosen by their peers significantly more often than non-SCE classmates, but there were no significant differences among the various groups.

Since the national norm for September is 5.0 it will be seen that the mean achievement of all groups was considerably above national norms, varying from plus .75 year in arithmetic fundamentals to plus 3.47 years in vocabulary. There were no significant differences in achievement among groups.

In April, 1958, the California Achievement Test was readministered. The median achievement for all SCE pupils was 8.2. The national norm at the time of year the test was given was 5.7. As far as achievement is concerned,

TABLE 1. Comparison of Group Means on California Achievement Test, Sept., 1957

Grouping	No.	Voc.	Par. Mng.	Arith. Reas.	Arith. Fund.	Lang.	Spell.	Total	Tot. S.D.	E.Q.*
Partially Seg.	27	8.45	7.86	6.84	5.95	6.95	7.12	6.73	.49	119.89
Segregated	51	8.47	7.28	6.84	6.08	6.46	6.95	6.66	.51	120.39
Enrichment	24	8.31	7.87	6.46	5.86	6.89	6.98	6.59	.35	117.75
Controls	60	8.14	7.35	6.71	5.85	6.57	6.89	6.55	.60	117.93
Accelerated	18	8.37	7.57	6.57	5.75	6.37	6.88	6.49	.65	124.61

* Educational age ÷ Chronological age.

the type of grouping and/or enrichment offered has not caused significant differences among groups. This is due in part to the fact that one of the research conditions restricted enrichment to the horizontal. All groups were superior to national levels of achievement both in September and in April, but they were relatively much farther above norm in April than they had been in the fall. Gains in total score means ranged from

13.9 to 15.2 months for the various groups in the seven-month period between tests, or approximately twice expectancy. There were no significant differences in progress among the groups.

In April, 1957, at the end of the first year of the study, the accelerated group had been significantly lower than the control group in achievement. In 1958 testing the accelerated group did not

As part of the Evanston study, a study of the nature of creativity in drama and its relationship to intelligence was carried out co-operatively by the Drama Department and the Department of Research. Two graduate students from Northwestern University were working on a set of criteria for selecting children gifted in drama. The Director of Dramatics in District 65 served as liaison in bringing us together in a study which fulfilled the aims of both departments. Six hundred and seventy-two children in grade-five dramatics were rated by 11 dramatics teachers in 13 schools on each of the 12 traits selected as criteria on a five-point scale according to excellence,

five being top rating for each. The scores were totaled, 60 being "most creative."

One hundred twenty-two of the SCE children and 550 non-SCE children are represented in this study. While we must bear in mind the fact that the ratings themselves are subjective, our data seem to indicate a fairly consistent relationship between intelligence and creativity in drama, but not quite as close as that in writing. The general trend is for the least intelligent to be poor and for the most intelligent to be superior. The SCE group as a whole was significantly higher than non-SCE, although the two groups are not very different as far as variability is concerned.

The Enrichment group shows the greatest variability and also the highest average rating, while the segregated group shows the least variability and the lowest average rating (Only one segregated group of 24 children is included in these data.) Both the enrichment and partially segregated groups were rated significantly higher in creativity in drama than the segregated group. The SCE are significantly higher than non-SCE.

It is interesting to note that the segregated groups were also rated lower on creativity by their teachers than any other group and one might speculate whether association with other bright children

Comparison of Groups on Creativity in Drama, June, 1958

	No.	Mean Score	S.D.
Enrichment	23	47.1*	13.9
Partially Segregated	25	45.4*	8.8
Controls	51	40.7	9.9
Segregated —			
School A	24	39.0*	7.4
Total SCE	123	42.5*	10.4
Total Non-SCE	574	36.0*	11.5

* Significant at the 1 per cent level of confidence.

might cause lack of spontaneity in self-expression, whereas this down-grading of self-esteem may not occur where the range of intelligence in the class is at a lower level and the competition is less keen. A comparison of teacher ratings on creativity for third, fourth, and fifth grades for segregated A and segregated B was made in an attempt to explore the possibility that segregation itself is a deterrent to creative self-expression.

In third grade before the pupils were placed in segregated classes, the two groups did not differ significantly. In fourth grade school A was significantly lower than school B, and in fifth grade the difference just missed significance. This would seem to disprove the assumption that segregation per se is the deciding factor in



— Evanston, Ill., Schools

Comparison of Teacher Ratings on Creativity in the Two Segregated Classes

	3rd Grade			4th Grade			5th Grade		
	No.	Mean	S.D.	No.	Mean	S.D.	No.	Mean	S.D.
Segregated A	19	3.79	1.99	21	5.00*	2.46	22	5.73	2.27
Segregated B	18	3.44	1.72	21	3.24*	1.64	21	4.29	2.07

* Significant at the 1 per cent level of confidence.

differ significantly from the others in achievement. All groups had higher educational quotients in April than in September, indicating improvement in terms of use of ability. The accelerated group is significantly higher in mean EQ than the non-accelerated children and achieved equally well despite its lower chronological age.

The achievement test, of course, measures only one phase of growth in which we are interested. In making comparisons, it should be remembered that, in addition to the superior achievement in subject matter, the segregated and partially segregated groups have had the opportunity to carry on many outside projects and have learned many special skills which are not measured by achievement tests. The partially segregated groups have had two years of practice in conversational French, in the use of a typewriter, in writing reviews of new books for

library use, and in acquiring research skills. Segregated group B wrote words and music to two operettas, made the scenery, and performed before the school assembly. Segregated group A conducted scientific experiments, using a microscope and writing reports which would have compared favorably with reports of high school students. They have had considerable practice in preparing materials and presenting reports orally to the group. Some of the controls also have had opportunity to study a modern foreign language, but this has been in some cases voluntary and in other instances for one year only. It is clear that it is much more difficult to plan to meet the needs of the superior individual in a heterogeneous class where the range of ability can be very wide than in one in which all children are superior in ability and where less time needs to be spent in acquiring basic skills.

The Rogers Test of Personality Adjustment, administered to all fourth-grade children, indicated that, as a whole, the children in the SCE group were better adjusted than the average child and had fewer personality problems.

A Parent Rating Scale and Questionnaire gave the information that the majority of the children came from homes above average, economically speaking, and that the level of education of the parents was high.

During the second year of the study, 1957-58, when the children were in fifth grade, the following appraisals were made:

1. *California Achievement Tests* (Sept., 1957, and May, 1958)
2. *Rating Scales*
 - a) Teacher ratings
 - b) Sociograms
 - c) Cumulative Records
3. *Tests of Creativity*
 - a) Writing
 - b) Drama
4. *Personality Assessment*
 - a) Kahn Test of Symbol Arrangement
 - b) House-Tree-Person Tests

Achievement Tests

Because so many children made nearly perfect scores in reading on the Gray-Votaw-Rogers Achievement Test which was given in May, 1957, it was necessary to choose a test with a higher ceiling in order to measure progress in the higher grade levels. The California Achievement Test was selected and administered to the group in September, 1957, and again in April, 1958.

Table 1 shows the mean achievement of the various groups on the California Achievement Test given in September, 1957.

Rating Scales

- a) *Teacher Rating.* The scale on

which teachers were asked to rate their pupils in the SCE study contains 20 items. Teachers of the controls rated their children higher than last year's teachers had on 19 of the 20 traits. In 1957 the controls did not differ significantly from other SCE groups. In 1958 they were significantly higher on nine traits. The pupils in the segregated classes had the same teacher for both years. Because they were rated lower by their teachers on 14 of 20 items on the rating scale the second year, in direct contrast to the controls, it raised a question as to the reliability of these ratings. It seems very unlikely that these children had declined in merit in so many traits.

The segregated groups were rated lower on achievement by their teachers, whereas achievement test results (Table 1) showed them to be higher than any other group except the partially segregated. This points out a real hazard in subjective evaluation. There is a tendency for teachers who have intellectually segregated groups to apply a *normal curve of distribution for superior children*. Whereas a teacher of sub-normal children is likely to over-rate them, the teacher of a superior group is inclined to under-rate because of a shift in expectation level. Gifted children in heterogeneous classes receive higher grades than those in special groups. Unless corroborating evidence is present to support the teacher ratings, their worth as evidence is doubtful. The lowering of score does not indicate a poor rating in a trait and is probably more a factor of teacher attitude and expectancy than of any difference in the qualitative performance of the pupils.

The mean scores for the SCE group as a whole were all above average. Lowest score was, surprisingly, Leadership; Highest, Deportment, Attitude in School, Common Sense, and Desire to Know. No trait (mean score) is as low as 5.0, which is average. Apparently these children are eager to learn and are amenable to direction. They are noted for their common sense, their favorable attitude toward school, and their persistence and self-confidence.

b) *Sociograms.* In the Spring of 1958 the sociograms used in third grade and fourth grade were administered to fifth-grade children. In comparing SCE children with non-SCE, we found the SCE significantly superior to others in seven of the ten choices, including: best friend, would like as best friend, good sport, would like as guest, class president, someone to work with in science, and most popular boy or girl in the class. It seems that the intellectually superior child is both liked and respected by his classmates. In comparing the SCE groups with each other, there

creativity in drama as related to the gifted

lowered scores on creativity as rated by teachers.

When third-grade ratings were compared with fifth-grade ratings, for the two schools separately we found segregated A was rated significantly lower in creativity in fifth grade than in third grade, but the difference in segregated B was not significant.

Since the two segregated classes differ significantly and since only segregated A participated in the two tests of creativity, we must assume that variables other than segregation have caused the group differences. A comparison of mean IQ of the two segregated groups shows segregated A to be superior to segregated B at the one per cent level of confidence.

A comparison of progress from achievement test results indicated a distinct advantage in segregated B over A, and has suggested that differences in the individual children, in ethnic background, as well as differences in teachers are variables of importance in the results. Undoubtedly the goals, interests, and personality of the teacher are factors of importance.

Average Scores on Music, Art, Drama on Cumulative Records for the Two Segregated Classes—1956, 1957, 1958

	No.	Mean	S.D.
School A Segregated	24	2.26*	.57
School B Segregated	29	1.78*	.56

* Significant at the 1 per cent level of confidence.



Any effort to help gifted children use their potential wisely pays real dividends.

were no significant differences except on one trait, being a good sport, in which the partially segregated were significantly lower than the controls.

Peer judgments were different from and higher than teachers' ratings, and probably are more reliable and less subject to bias.

Measures of Creativity

a) *Creativity in Writing.* An attempt was made during the year to measure some of the creative aspects of development. Creativity in writing was tested by use of a film entitled, "The Hunter and the Forest." This is a short film without words but with musical accompaniment. This project involved voluntary participation by the fifth-grade teachers and therefore does not include all SCE pupils. The film was shown to 493 fifth-grade pupils, 118 of whom were SCE children. The children were asked to write about the film in any style they chose, telling their impressions, and how they felt about the story. The stories were scored independently by the homeroom teacher, school librarian, curriculum co-ordinator, research director, and psychologist on a four-point scale: (1) excellent, (2) good, (3) average, or (4) poor in creativity. The ratings of all five judges were averaged. In judging the creative quality of the stories the following points were considered: (1) Originality in mode of expression, (2) Depth of understanding of the emotion or situation and ability to project it in words, and (3) Construction of the story.

Spelling and grammar were ignored in scoring. In general, there was close agreement among the judges, particularly on "most creative" and "least creative." Of the 493 stories written, 6 per cent were judged to be excellent, 30 good, 46 average, and 18 poor. Table 2 shows group comparisons.

The only significant difference between means was in favor of the partially segregated group over the segregated. Only one segregated class was included in this project.

Approximately two thirds of the SCE children were rated excellent or good in creativity in writing whereas about one third of the others were so rated. Approximately 19 per cent of the SCE and 2 per cent of the others were rated as "most creative." Six per cent of the SCE group were rated "poor" as compared to 21 per cent of non-SCE. The partially segregated group had a larger percentage among "most creative" than any other group. The accelerated group was also high in creativity.

Of the SCE children rated as excellent, the mean IQ (Kuhlmann-Anderson) was 130; for the others 118. (WISC scores were not available for non-SCE children.) The mean IQ correlated consistently with the excellence of rating for both experiments and controls.

Research studies have shown that creativity in the arts is not necessarily associated with highest intelligence, but that artistic products of very highest value are usually associated with unusual intellectual gifts. Our own data would seem to bear out this general conclusion. Not

all bright children have talent for writing, and the results do not preclude the presence of such ability in youngsters with less superior intellectual capacity. However, these findings strongly suggest that the ability to write creatively is more likely to be found among the intellectually gifted than among those less gifted. Although most creative children are gifted, not all gifted children are creative.

b) *Cumulative Record.* On the Cumulative Record teachers are asked to give a grade (A, B, C, D, E) to each pupil in music, art, and drama. These three areas seemed to us to be somewhat allied to creativity. The Cumulative Records of all SCE children were examined for ratings by teachers in third, fourth, and fifth grades in these areas. The letter ratings were given numerical values from 1 to 5 (A being 1), and the three ratings were averaged for each child for the three-year period.

The range of averaged scores for all SCE pupils was from 1.0 to 3.3, or from A to C. No pupil of superior intelligence was rated below average in the three areas of artistic endeavor for the three-year period. The group means were in all cases high.

There were no significant differences among the five groups. However, when we compared scores of the two schools having segregated classes we found a difference significant at the 1 per cent level of confidence between the two schools in favor of "B," which was not represented in the Creativity Studies of Drama and Writing. It is unfortunate from the standpoint of research that school B was not included in the creativity studies. An effort will be made to repeat this part of the study at a later date, including all groups.

Personality Assessment

It was felt that the children in the study should be considered as individuals as well as group statistics since there is a considerable range of variability in all groups. For this reason, two individual personality measures were selected.

a) *Kahn Test of Symbol Arrangement.* The Kahn Test of Symbol Arrangement gives a picture of personality structure, measures abstract ability, and the use of potential. It was administered individually in the spring of 1958 to 173 children in the Superior Child Enterprise. This test was selected for the SCE project since we were interested in finding out at what level these children can generalize and how well they can handle symbols. The fifth-grade children in our study indicated a high level of abstraction, equivalent to what is expected of 12 to 14 year olds, comparing favorably to the mental ages of the youngsters. Seventy-five per

TABLE 2. Ratings of Creativity Based on Stories About "The Hunter and the Forest" Film

	No.	1 Excellent	2 Good	3 Average	4 Poor	Average Rating	S.D.
Partially Segregated	28	28½%	50%	18%	3½%	1.96*	.79
School A-Segregated	24	17%	29%	46%	8%	2.46*	.88
Enrichment	21	19%	43%	38%	...	2.20	.75
Controls	44	13%	43%	34%	10%	2.39	.84
Accelerated	16	25%	25%	44%	6%	2.31	.95
Total SCE	118	19%	41%	34%	6%		
Non-SCE	375	8%	27%	49%	21%		
Total	493	31-6%	149-30%	225-46%	88-18%		

* Difference significant at the 1 per cent level of confidence.

(Concluded on page 66)

**from the standpoint of a superintendent,
the characteristics of an effective
school committee —**

What are the characteristics of a board of education that must be present if the important purposes of the work of a board are to be realized?

From the viewpoint of a superintendent, these characteristics can be divided into two areas: (1) those that concern basic beliefs, attitudes, and ways of thinking; and (2) those that concern operating procedures, practices, or ways of working.

We should remind ourselves occasionally that the way the members of a board think, what some of their basic beliefs are regarding public education and the primary motivation for serving on a board of education, goes far in determining the effectiveness of that board. So, in this category four conditions are suggested for the board in order that it may be adequately oriented for the job it is to do.

1. Hope in Our Schools

A board should believe that schools are essential in our society for developing individuals to their full potential and for maintaining national strength and welfare. Without appropriate education of all children, youth, and adults our dearly held values will be lost, our economy and productivity will be seriously jeopardized, and the dignity of the individual person will be destroyed.

2. No "Axes to Grind"

Individuals should be members of the board *only* because they are concerned with the educational welfare of all the boys and girls of the community and in that they represent the whole community. This is in contrast to representing a particular pressure group or segment of the community. It is expected that individuals serving on a board leave "axes to be ground" for themselves or for special groups outside the door of the board's meeting room.

3. Thinking "Big"

Individually and collectively the board should "think big and in terms of long-range planning." This way of thinking is, of course, becoming more and more important as the need for expansion of educational facilities and services becomes increasingly evident. Any board that does not recognize the immensity of the task of providing expanding educational facilities and services to its community today, especially in the light of growing school enrollments and the expressed need and demand from the public for improved quality of education, can scarcely justify its position.

Marks of a Good Board

CARL S. KNOX

Superintendent, Olathe, Kans.,
Schools

4. Confidence in the Superintendent

The board of education should have confidence in its superintendent as a person and as a professional leader. Without a belief on the part of the board that the chief administrator is both personally and professionally capable and qualified to meet the demands of the job, a satisfactory working relationship can never develop. The administrator will not then be sufficiently secure in his own position to meet his responsibilities. No board should continue to retain the services of a superintendent unless this condition of confidence does or can exist.

Within the second category of characteristics, those having to do with operating procedures and ways of working, the following four are suggested:

1. Function of the Board

The first of these concerns an adequate understanding and agreement between the board and superintendent concerning the function of the school board and the function of the superintendent, as executive

officer of the board. It has been demonstrated through years of experience that best results are obtained in school administration when the board of education serves in a legislative and judicial capacity and allows the superintendent to serve in the executive capacity. Practically stated this means that the board develops and approves policies, preferably policies that are available in written form, and then depends on the superintendent to administer these policies. Together the superintendent and the board make an evaluation of how well the policies have been placed in operation and how effective these policies have been in bringing about a realization of the objectives of the school system.

2. Working as a Team

Board members should operate as a unit or a team rather than as individuals. This means, to be more specific, such things as the following: (1) No board member makes commitments as an individual or for the board unless specifically authorized by the board to do so. (2) Board members reserve judgment on any problem until they have had the benefit of discussion with the entire board.

3. Channels of Communication

Channels of communication in regard to the handling of all school problems should be established, well understood, and agreed upon. This is important in regard to communications with staff, parents, and all citizens who have business dealings with the board of education. In general it has been determined, again through practice, that best results are obtained when communications relative to school problems between staff, parents, or other citizens of the community with the board are routed through the superintendent of schools.

4. Evaluation of the Superintendent

The board should assume responsibility for a definite plan of evaluating the work of the superintendent. Two essentials seem to be indicated in regard to this matter. The first is that there be previously determined criteria, criteria co-operatively developed and acceptable to both the board and the superintendent. These criteria are to serve as a guide for evaluating the work of this office.

Secondly, that a time each year be set when an open, frank, and honest appraisal of the superintendent's work in relation to the criteria may be made with him. This is an essential and primary responsibility of the board and it is a service which the superintendent has a right to expect from his governing body. This is a valuable means of renewing confidence that is so essential if good relations between board and superintendent are to exist. It is also a means of calling attention to areas in the administration of the schools that need to be strengthened. It is an excellent way to eliminate an unconscious "growing apart" of a board and its superintendent. ■

the smoothly and efficiently operating
school board needs a
clearly written hand-
book... and this discussion
points out why and how
to prepare one



—Office of Public Information, Springfield, Mo., Schools

The school board is the formal, legally recognized body of lay citizens composed of individuals who, according to good school practice, represent the public of an established school area. The board is primarily concerned with the establishment of policy under which the schools of a given area function. The school board is also concerned with how the schools operate, what the schools teach, and how much money they spend. While the school board is concerned with school operation, its responsibility in this area should be of a broad general nature. Good practice dictates that the board establish general policy under which the schools operate. The actual spelling out of policy and putting it into practice is the function of the school superintendent and his professional staff. The manner in which the school superintendent and his staff carry out this assigned function is a subject for separate consideration and will not be discussed here. Our concern at the moment is what recognized school board function is and how it can be carried out most effectively.

The School Board is a Unit

Many times school boards and superintendents too forget or misunderstand the real function and mode of operation of the lay board. The most important single principle, almost unique in school board function and operation, and often not understood by the public is that the school board as a *group* has almost complete legislative and judicial power while *individually* they are without such power. Individual board members not understanding this principle find themselves becoming involved in functions which should belong to the professionally trained superintendent, i.e., carrying out detail rather than establishing policy. Examples of this mistaken practice are: (1) board members not in formal session employing teacher candidates; (2) board members making individual commitments regarding personnel employment; (3) board members visit-

ing classrooms for the purpose of supervision of classroom procedures; (4) board members approving reference book purchases; (5) board members purchasing or promising to purchase certain janitorial supplies, floor seals, etc. Let me hasten to say that each of these functions in a particular setting may be legitimate operation but, in terms of good practice, such functions are not recognized as board responsibilities and should not be entered into, especially by individual board members. A thorough and clear understanding of the differences between the policy formulation function and the administrative management function is important. This clear understanding and its careful observance invariably makes for a more businesslike board operation, happier school board members, and improved board-superintendent relationship.

Another practice commonly used by school boards is that of establishing standing committees with responsibility in certain defined areas. For example, boards often organize themselves with a standing committee charged with responsibility for buildings, another for personnel, another for equipment, and so on. Such organization is not recommended, because it tends to limit the over-all perspective of individual members and leads to "compartmentalized" rather than broad basic-principle-minded board members.

Unneeded Duties

Let us look for a moment at the board meeting in which duties, responsibilities, and obligations of board members and superintendent are not too clearly understood. Board members, chosen because of their interest in children and their willingness to contribute a portion of their time and effort to youth training and good schools, find themselves involved in long, drawn-out meetings, being asked to make decisions pertaining to matters of which they have little knowledge, and worse still, being asked to make repeat decisions on

matters upon which earlier rulings have been made, always running the risk of being inconsistent, pressed by the desire to please a friend or a neighbor, or wanting to do a good turn for someone's son or daughter.

Between board meetings too, when board members are busy with their own business and personal affairs, they find themselves bombarded with telephone calls and visits by persons interested in one or another phase of school operation. Many times, unwillingly and often under pressure, the board member finds himself committed to a certain procedure or agreed to support someone for a position when later discussion in open board meeting proves that some other choice would have been wiser.

A Community-Geared Program

The faculty type of school board operation described above is in direct contrast to the one which is planned and one in which the board and the superintendent each understands his functions and responsibilities. In the smooth operation the school board and the superintendent, working jointly on a well-thought-through, planned, and farsighted community-geared program, have determined together many of the areas which involve policy. They have agreed on what that policy should be and have put those policies in writing. Such general statements then serve as guideposts to all school personnel and to the general public as well. These general policies in handbook form are placed in the hands of principals and all others directly concerned with the school. In such a setting many fewer detailed questions need to be brought to the attention of the board. Their general beliefs and practices are stated in writing. Their policies are the guiding directives of a businesslike organization.

As a result, the superintendent, administrative and supervisory staff, building principals, teachers, and all other school system employees as well as the public are

School Boards Need Written Policy

C. LEE EGGERT

Professor of School Administration and Field Services
University of Florida, Gainesville

acquainted with school policy. Fewer detailed questions reach either the superintendent or the school board. People seeking favor or attempting to exert pressure are automatically served notice. They are immediately referred to the board's written policies. Individual board members find themselves much less "behind the eight ball." The board is less apt to find itself involved in time consuming routine and detail. In short, well-understood board responsibility and written published policy are notice to all that they are dealing with a businesslike organization.

The Policy Handbook

Many questions have come to my desk asking what items should be included in a school board policy handbook. With this thought in mind a detailed study was made of 23 such handbooks, varying in length from 2 to 70 pages. We found the two-page handbook to be too brief while the 50- to 70-page handbook goes into too much detail. It tends to spell out minute detail which should be left to the central administrative staff and/or to building principals. The following major and sub-items include only those items found to be common to all handbooks examined.

Policies which were found in written form included:

General Administrative Policies

I. Noninstructional Personnel

- A. Custodial
- B. Maintenance
- C. Lunchroom
- D. Office

II. Transportation

- A. Bus drivers
- B. Insurance
- C. Accident reports
- D. Responsibilities of drivers
- E. Passenger regulations
- F. Routes
- G. Eligibility
- H. Trip limits (extracurricular)
- I. Expenses of special trips

III. Finance

- A. Budget expenditures generally will not include a good cross
- B. Internal accounts
- C. Lunchroom
- D. Fund raising
- E. Insurance
- F. Emergency purchasing

IV. Miscellaneous

- A. Advertising and solicitations
- B. School calendar
- C. Corporal punishment
- D. Publicity
- E. Textbooks
- F. Use of school facilities by the community
- G. Professional association meetings
- H. Board meetings
- I. Outside employment of instructional personnel
- J. Care of school plan

Instructional Personnel

V. Teachers

- A. Appointment
- B. Certification and contracts
- C. Continuing contract — tenure
- D. Salary payments and schedule
- E. Termination of service
- F. Transfers
- G. Leaves
- H. Absence of principals and teachers
- I. Substitute teachers
- J. Teachers on half-day session
- K. Field trips
- L. Tutoring
- M. Faculty meetings
- N. Interns
- O. Homework
- P. Duties of instructional personnel
- Q. Teacher visitation and conferences

VI. Pupil Personnel

- A. Registration
- B. Admittance
- C. Attendance
- D. Withdrawals before promotion or graduation day
- E. Work permission
- F. Pupil welfare
- G. Attire
- H. Social clubs — not extracurricular activities

- I. Married students
- J. Veterans
- K. Postgraduates

Special Services

VII. Miscellaneous

- A. Health and safety
- B. Education
- C. Special libraries
- D. Audio-visual aids
- E. Special personnel
- F. Scholarships

Board policies, the analysis indicates, vary from system to system and from state to state. Certain items of policy are spelled out by state law. Certain others are the prerogative of the state department of education. These factors must be recognized by the board as it launches on the job of policy writing.

Practiced Policy and the Law

The question of immediate concern is: How can a board without written policy go about the job of preparing a policy handbook? The above outline can, with relative safety, be used as a core, but the job goes deeper. To insure consistency, someone must review earlier board minutes to draw out basic policy now practiced. Someone must examine the state code and the written state board handbook, if such exists. The board must jointly review all other recorded school board policy wherever it is found. It is a slow and tedious job, but well worth all the time and effort once it is completed. The writer sees no objection to board members receiving remuneration for such detailed work, knowing that the end results well justify such an expenditure.

One other point, it seems, favors written policy. With system-wide policy written in businesslike form, the pace is set for each building principal and his staff to do likewise. Principals will find written policy one method for easing overcrowded days, thus freeing them from one of the many routines which consume far too much of every principal's working day. ■



**a picture review of the "total program"
of a typical "comprehensive" high school:
North Chicago's Community High School —**

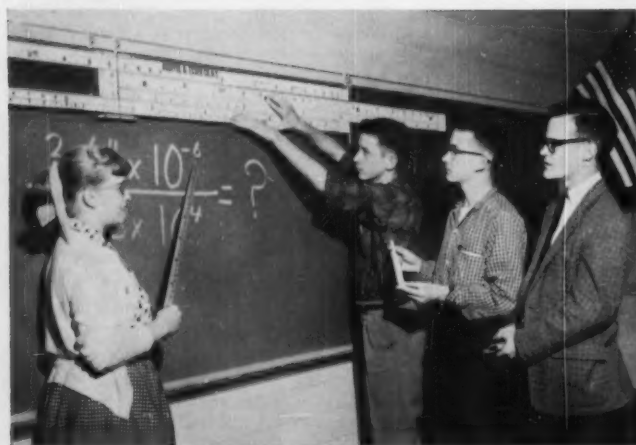
Program of the Comprehensive High School

LESTER J. HARMAN

Principal, North Chicago, Ill., Community High School

The North Chicago, Ill., Community High School, serving 900 students in a district only five years old, provides facilities for a "total school program." Currently North Chicago offers well-developed departments in art, business education, homemaking, industrial arts, vocational education, language arts, mathematics, music, natural science, physical education, and social sciences.

At North Chicago, a student is able to acquire at least 16 units in the "solids" — English, math, foreign language, science, and social science. Or he is able to select from over 30 courses in the business education department categories of secretarial preparation, distributive education, and clerical preparation. The student interested in a "trade" can specialize in at least three years of courses in woodworking, metalworking, electricity, auto mechanics, and drafting.



In algebra class, several students solve a division problem by using a giant slide rule.



Textbooks, maps, and charts help stimulate desire for knowledge in this world history class.



Students in auto mechanics class use an electronic engine-scope to tune up a coil.



The advanced electricity class receives instruction on television receiver alignment.

And, endeavoring to provide "an enriched program of activities," North Chicago sponsors presently nearly a hundred "clubs" where its students may widen their horizons by opening doors to new cultural opportunities and recreational skills. From advanced slide rule to opera, from pinochle to trampoline, from Future Nurses to the Chef's Club, a great variety of after-school activities is offered the school's students.

In a community where great diversification exists in intellectual, national, racial, social, and economic backgrounds, the effectiveness of the comprehensive school—its broad curriculum and activity programming, its intensive counseling and other services, etc.—is put to a severe test . . . met with vigor by the efficient administration and teaching staff of the North Chicago Community High School. ■



As part of their French, Spanish and Latin classes, students listen to recordings of their voices.



A group of students in typing class take a timed test on electric typewriters.



Distributive education and office occupations classes plan a banquet for their "employers."



Above: The Sheldon principal (left) and an Orange City teacher (right) observe the techniques of mechanical drawing teacher.

Below: An Orange City teacher (left) looks on during a social studies class.



how one district is improving
its schools by using —

Visiting Teachers

CHARLES W. EDWARDS

Principal, Orange City, Ia.

As part of its in-service training program, the high school faculty of the Maurice-Orange schools plan a visit to year. The visiting teachers compare methods, pupils, staff loads, facilities, records, cocurricular activities, administrative practices, etc., in an effort to improve their own procedures. The visit occupies one full school day.

Before the pre-school faculty workshop another district's secondary school each in the fall, the Orange City superintendent and principal discuss possible choices of

schools to visit. Contact is made with the school decided upon and the co-operation of its administration is sought. The name of the selected school is then presented to the staff at the workshop for approval or for suggestions of a better choice. (During the past year, the Sheldon, Iowa, High School was visited.)

Arrangements are made as to the date of the visit, and the general program of the day is set up. A copy of the schedule of classes of the high school to be visited and a list of its faculty are obtained.

A meeting is scheduled for the staff to discuss points for observation during the visitation. A record of these points is kept and mimeographed and sent to each instructor. A copy of the program of the visitation day is also discussed.

The Visitation Day

The schedule for the day at Sheldon High School consisted of:

1. Arrival one hour before classes started, allowing for introductions of the Orange City faculty to the Sheldon faculty. Staff members of both schools were able at this time to discuss the day to follow.
2. During the morning periods the visiting teachers observed their selected classes.
3. A noon luncheon meeting of both staffs was held in the faculty dining room at which observations made during the morning were discussed and suggestions made for observation during the afternoon classes.
4. Afternoon classes were also periods for observation.
5. The final meeting of the staffs was held after school for questions and considerations raised during the day.

The last and possibly most important phase of the visitation is the written report. Each staff member writes his observations, a comparison of the approaches of the two schools, and suggestions for improving his own work. This report is mimeographed and copies are presented to the board and the superintendent. ■



Members of the Maurice-Orange City board of education. From left to right: Dr. E. B. Grossmann, president; Howard Ruisch; Wayland Breese; Martin Raak; Elmer Van Roekel; Marilyn Franke, board secretary; and G. J. Lorber, superintendent.

To avoid legal difficulties in such areas as school finance, here is a review of recent court cases in the area of business operation of our schools . . . indicating what school officials should know about current —

Directions in School Law

E. C. BOLMEIER

Professor of Education,
Duke University, Durham, N. C.

There can be no doubt as to the necessity for school officials to know school law. The administration of our schools' affairs is a gigantic undertaking fraught with numerous legal ramifications.

The necessity for school officials to know school law is reflected in the numerous constitutional and statutory provisions pertaining to school finance, property, contracts, purchasing, transportation, and other areas. Moreover, there is an increasing number of court opinions interpreting those provisions. The very fact that there is such a vast amount of litigation involving these and similar aspects of school operation suggests that there are those who do not know their school law — or if they do know it, they fail to apply it properly.

What to Know About School Law

Granted that all school personnel should know some school law, the question remains as to what phases of school law should be known by school officials. It would be very difficult for anyone to determine that fact because we do not all need to know or want to know the same things.

There are some aspects of school law, however, with which all of us should be fairly familiar. And in all probability most of us are. It is assumed that at least we have some concept of the legal framework in which our schools are es-

tablished, organized, financed, and managed at the local, state, and national levels.

We should be particularly informed as to the potential legal controls which may be exercised over our schools by the judicial branches of our state and federal governments. There is much evidence to indicate that the true purposes and functions of our courts are not too well understood.

School Codes

There are some who believe that if one knows the statutory provisions on schools for his own state he knows all the school law that is necessary. It has been reported that some institutions purporting to teach school law use the state school code as a textbook, and measure student accomplishment on the basis of how much of the school code can be memorized. Such a concept of school law is narrow indeed. Suppose that the school code should be suddenly and radically revised — and as a matter of fact in many instances it should be. Or suppose that one should move into a different state where statutes pertaining to education are completely different. It is obvious that with such a narrow concept, one's knowledge of school law could "go out the window."

It is not implied that knowledge of existing statutes on school matters is

not important. On the contrary, it is extremely desirable for one to be familiar with the laws of the state in which he is working, and particularly on the matters for which he assumes official and professional responsibility. It is merely emphasized that a knowledge of the statutes, only, is not enough.

Sometimes a statute, a school board policy, a school regulation, or an act of a school official or employee may be challenged on the grounds of illegality or unconstitutionality. Then a broader concept of school law than rote memorization of the statutory provision is needed.

In our scheme of government a jury or court is designated as an umpire to determine whether or not a legislative act is legal. *Without judicial sanction, it has no legal existence.*

Legal Principles

A judicial interpretation of a school law is the origin of a legal principle. Until it is overruled, it serves as a precedent for subsequent court decisions. The more court cases that are decided in accordance with the precedent, the more firmly the legal principle is established. Therefore, the accumulation of court decisions regarding educational issues serves as a set of legal principles to guide school officials and other personnel in the performance of their duties.

It should be realized, however, that precedents cannot be relied upon as applicable in all circumstances. Since a court decision serves as a precedent only within the jurisdiction concerned, decisions in one state might not be applicable in a different state. Moreover, the influence of social change on judicial interpretation might alter previously established principles. It is even possible that a change in personnel on a court could bring about a change in legal precedent.

Court Cases of Concern to School Officials

The best way to determine what a school official needs to know about school law is to review the reports of the courts on litigated school cases. The very fact that many school matters are litigated is evidence that certain legal principles are not mutually understood by those who are concerned.

In the remainder of this presentation several recent court cases are briefly reviewed. They may not be the most applicable cases for school officials but they are the most recent. It is assumed that the earlier applicable cases have already been reported in professional literature.

1. The legality of reassessing property.

School officials are well aware that under-assessment of property frequently results in loss of taxes for school purposes. A recent case¹ decided by the Supreme Court of Pennsylvania indicates the desirability for statutory provisions whereby property may be reassessed when improvements are made.

The facts of this case indicate that a landowner acquired title to certain unimproved lots on which buildings were later constructed, but not until notices of assessment had been made. The assessment on the property was based upon assessment of bare ground shown by the tax duplicate of the preceding year, which in taxes, amounted to only \$87.98. A statute provided that if construction is made on property, and not included in the tax duplicate, reassessment could be ordered. This was done, and as a result, the landowner was billed for taxes amounting to \$1,690.

The landowner brought action for declaratory judgment that the applicable section of the school code was invalid, claiming that, among other things, it was "vague, indefinite, ambiguous, and discriminatory."

In reversing a ruling of the lower court, the Supreme Court decided against the landowner. Moreover, by way of dicta, it lauded the statutory

provision in these words: "By its terms the legislature has wisely and commendably closed a loophole in the tax statutes through which property owners by the postponement of building construction . . . could escape just and equitable taxation. . . ."

2. School board discretion in selecting sites.

Numerous cases come before the courts in which the school board's policies in selecting school sites are challenged. The courts have been consistent in declaring that school board action in such matters is entirely legal and final if not in conflict with statutory and constitutional provisions, and if made in good faith.

Charges of discriminatory school board action in selecting a school site took on a new slant in a Pennsylvania case.² The court found that plaintiffs "bottomed their case squarely on the issue that they have been discriminated against and segregated because of race by the proposed location of the new junior high school."

After the allegation of racial discrimination was "thrown out the window" the plaintiffs did not have a legal "leg to stand on." The court recognized that the school board actually took into account many factors in determining the school site.

With forthcoming movement in desegregating the public schools, it is possible that more cases alleging racial discrimination by way of selecting school sites, as well as redistricting, will come before the courts. If the school board's policy is one of maneuvering and subterfuge for the purpose of nullifying the 1954 U. S. Court decision, it would probably be declared illegal. If, however, the policy is established with a manifestation of good faith and with a proper exercise of administrative judgment, it would in all likelihood win judicial sanction.

3. Municipal control limits in site determination.

Municipal agencies or officials frequently assume authority of state agencies or officials in performing state functions. This has been particularly true in the matter of determining school sites. Courts generally rule that such assumptions are false.

In a California case,³ the District Court of Appeal upheld a Superior Court in denying a city the power to prevent a school district from exercising its right of eminent domain in acquiring a school site.

The facts of this case indicate that a

school board initiated eminent domain action, in which it sought to condemn approximately nine acres within the corporate limits for school purposes, which property was zoned for residential uses only under the municipalities comprehensive zoning plan.

In making its decision the Court concluded that "while the local planning commission may recommend concerning location of a school site, the ultimate determination of the site is in the school board . . . the city has no right to zone against the district's right of location."

4. Limits of municipal control over fire hazards.

Since the recent disastrous school fire in Chicago there has been speculation as to what extent a school board is bound by municipal regulations concerning fire hazards.

Although no recent case is reported to which we might be directed for a precedent, there is a very early Kentucky case which is perhaps applicable. The facts of this case⁴ indicate that an ordinance of the City of Louisville required all buildings of a certain class to have fire escapes. Action was brought against a state school for the blind which refused to conform to the ordinance.

The court held that the city could not enforce such ordinance with respect to state property, on the ground that such property is exempt from the exercise of police power by the municipality in which it may be located. And it should be emphasized here that all public school property is state property.

Now because of the fact that a school district is free from municipal control, and the further fact that it is generally held immune to liability, it should not be assumed that it cannot be held liable for creating, tolerating, and maintaining conditions of a hazardous nature. An applicable legal principle grew out of a Utah case⁵ in which the court stated: "If, however, a school board should attempt to construct a school building of improper, unsafe or inflammable material . . . either the city or . . . any interested person, would have a speedy and adequate remedy in a court of equity to have that school building declared a nuisance and have it made safe or removed."

5. Limits of district authority in governmental functions.

In a more recent case⁶ the court again disallowed the comingling of municipal and school affairs. In this case, as contrasted with the preceding two cases referred to, it is the act of the school

¹*Prichard v. School District of Williston Township*, 147 A (2d) 380 (Pa.) (1959).

²*Sealy v. Department of Public Instruction of Pennsylvania*, 252 F. (2d) 898 (Pa.) (1958).

³*Town of Atherton v. Superior Court*, 324 P (2d) 328 (Cal.) (1958).

⁴*Kentucky Institution for Blind v. City of Louisville*, 97 S.W. 402 (Ky.) (1906).

⁵*Salt Lake City v. Board of Education*, 175 P. 654 (Utah) (1918).

⁶*Barth v. School District of Philadelphia*, 143 A. 2nd, 909 (Pa.) (1958).

"The best way to determine what a school official needs to know about school law is to . . . familiarize themselves with the legal principles growing out of judicial opinions so that they may be better guided in the performance of their duties."

district, rather than that of a municipal agency, that is judicially declared illegal.

The Supreme Court of Pennsylvania recently held that the school district of Philadelphia was not authorized to join with the city in equipping and operating recreation centers and financing a youth conservation commission to serve as an instrumentality for curbing juvenile delinquency.

The facts of this case indicate that the "Agreement" authorized payment by the school district of \$125,000 and in addition to provide other facilities available to the commission for its program. This item in the school district's budget for 1958 was referred to as "Constructive Citizenship — \$125,000."

Even though recognizing that the contemplated program to study and curb juvenile delinquency was not only worthy, but desirable, the court ruled that it was not a function of the school as provided for either in the constitution or the statutes.

The court particularized as follows: "A program to curb juvenile delinquency, and to control gangs, and to coordinate programs of various agencies of and throughout the city for the purpose of reducing juvenile delinquency, and to organize sensitive areas in the city on a block-to-block basis is an effort to improve living conditions — these are not and never have been a part of the function, power or duty of a school or a school district. . . ."

That this opinion will not meet with universal approval is evidenced by these remarks of a dissenting judge: "In its decision of today I regret to observe that the majority [of justices] is taking a retrogressive step. The destiny of a civilization is 'not of the letter but of the spirit' . . . the law, as I read it, not only permits the school authorities to act, but demands that they act. Of what use is education if, instead of inculcat-

ing into youth the principles of honesty, morality, patriotism, and discipline, it turns out hoodlums, miscreants, ruffians, wrongdoers, and criminals?"

This case clearly demonstrates the elementary legal principle that *every school policy should be established within the legal framework of public education*. If current constitutional and statutory provisions are too restrictive to permit action which the school district believes beneficial to the school, the proper step is for enactment or amendment of the law.

6. Limits of curbing religious atmosphere near schools.

Although most court cases on religion in the schools are of most concern to the teachers, some of the cases are of importance to other school employees and officials. The most recent of such cases⁷ arose in New York, where plaintiff objected to erection of a Nativity Scene on the school grounds during the Christmas vacation period.

The plaintiff argued that "pupils compelled by law to attend public school classes for secular instruction, through such displays are subjected to sectarian religious influences and are obliged to attend and participate in the veneration of sectarian religious symbols of a religious faith to which some of them do not subscribe."

The fallacy in the plaintiff's argument was that school was not in session during the period when the Nativity Scene was displayed. Moreover, evidence further established that no public funds were expended, nor was the time of any public employee involved in its creation or display. Even the electricity used in the illumination of the "Crib" was paid for entirely by private contribution.

By way of dicta, after ruling against

⁷*Baer v. Kolmogoroff*, 181 N.Y.S. (2d) 230 (N. Y.) (1958).

the plaintiff in this case the court quoted from the famous *Doremus* case: "The constitutional prohibition relating to separation of church and state does not imply an impregnable wall or cleavage completely disassociating one from the other."

7. Legal status of school business officials.

Naturally a school business official, like anyone else, is interested in his legal status. Unfortunately there is no clear-cut precedent to determine specifically his legal status. It is generally concluded that the legal status of a school business official is somewhat comparable to that of a superintendent of schools. This does not, however, clarify the situation much, since the legal status of the superintendent has not been clearly defined by the courts.

Apparently there is no statute which stipulates specifically that a school business official is either an "officer" or an "employee" of the school district. In the absence of such a statute the courts would likely refer to this official as an "employee" rather than an "officer" of the school district, as they do to the superintendent.

There is, however, at least one exception to this general conclusion. In a recent Missouri case,⁸ the court referred to the commissioner of school buildings as a "business official," and as an "officer."

Presumably the main concern as to whether a school administrator is legally an "employee" or an "official" of the board is based upon a questionable assumption that, in the latter case, he would be immune to liability. But even here the question turns out to be academic as indicated by the following statement of the court in a recent Kentucky case.⁹ "We know of no legal theory which insulates a public official from liability for his own personal tortious acts."

The few cases referred to above constitute only a sampling of all the school law cases reported recently by the higher state and federal courts. There are many more dealing with matters of concern to school officials.

The amount of litigation involving school law cases is increasing steadily as public education itself continues to increase in scope. The increase is particularly apparent and significant in the field of school management.

It may be concluded, therefore, that school officials should familiarize themselves with the legal principles growing out of judicial opinions so that they may be better guided in the performance of their duties. ■

⁸*Antoine v. Fletcher*, 307 S.W. (2d) 898 (Mo.) (1958).

⁹*Whitt v. Reed*, 239 S.W. (2d) 489 (Ky.) (1951).



**a heavy rain,
a disastrous flood,
a school washed away,
and new methods
of school construction
and financing
were needed —**

ELMER C. DEERING

Specialist in Financing School
Capital Outlay,
U. S. Office of Education

Public school building authorities have attracted considerable attention within recent years. Many people are asking questions about them: How did they get started? How do they function? What purpose do they serve?

In seeking information about school building authorities for a U. S. Office of Education publication,¹ the writer was given the following account of how one building authority was initiated, how it functioned, and the purpose it served.

In the early part of this century there was a prolonged rainy season in the mountains of Kentucky. The oldest inhabitants could not remember when it had rained so much. In one of the valleys every field was a lake; every cove and ravine was a gushing torrent; the mountain creek became a mighty river, relentless as it wandered far beyond its accustomed banks.

When the rain ceased and the water receded, the turbulent river settled down to a lively mountain creek, singing its way harmlessly toward the lowlands. The people along its banks lost no time in assessing the damage that the flood had left in its wake. The fields had been laid waste with much of the best top soil washed away; fences were gone with only a scattering of posts left standing; chicken houses, corn cribs, tool sheds, and even large barns which had stood on the low ground were nowhere in evidence; wagon ruts had turned into gaping ditches. To make matters worse, the season was too far advanced to replant most of the destroyed crops, particularly corn and tobacco upon which the farmers depended for feed and cash income. Fortunately, nearly all of the homes had been built on elevated land and most of the livestock had been able to find refuge above the swift water. For that much the people were thankful.

School and Church Destroyed

After the sturdy mountaineers had reckoned their personal losses, they

turned their attention quickly to the community property. One of the church buildings had been seen riding away on the crest of the flood. Where the four-room school had once stood there was only a barren spot. The school had taken flight during the night without a single witness. At first, it was surmised that the buildings could have lodged downstream and might be retrieved and made serviceable again. But this hope soon vanished as stories of the downstream ravages reached the mountain village. The community's nearest neighboring town also had lost its only church building and its one-room school.

It was midsummer and the school was to open in 45 days. What to do! Where to start! A hurried trip to the county seat and a consultation with the county superintendent brought back no word of encouragement. There was no flood insurance on the school building and the bonding power of the district was negligible. All the available revenue of the district was required for operating expenses. While at the county seat, the trustees learned that their downstream neighboring district was in the same predicament: no school building and no potential funds for a replacement. What can be done under such circumstances?

There was no time to grieve. Something must be done quickly, but what? The trustees had a feeling of helplessness and realized that they needed some advice. Present was a young lawyer who had recently opened the first law office in the village. He was a likable young man and seemed to know a great many things. Consulted by the trustees, he listened sympathetically as they unfolded their dilemma.

After a few unproductive questions, he suggested that a mass meeting be called and that the people be informed of the facts and circumstances. The trustees agreed with the suggestion but pleaded that they had no recommendations to make, no solution to offer. Then the young lawyer told them that it was his opinion that there would be no school building unless the people opened

¹Financing Public School Facilities.

Disaster and a New Method of Finance

up their pocketbooks and raised the money for it, that it was a community responsibility, and that the sooner they faced it the better. At the conclusion of the conference the young lawyer agreed to explain the situation to the people at the mass meeting.

Mass Meeting Called

On the following day a mass meeting overflowed the standing room of the remaining church. After the trustees had presented the facts, they called upon the young lawyer to elaborate upon the suggestion he had made the preceding day. He told the people in straightforward and simple terms that he knew of only two alternatives from which they could choose: raise the money to build a new school or try to rent makeshift quarters around the town. He suggested that it would be better for the trustees to pay rent on a new school building than to rent scattered unsatisfactory rooms.

In order to raise enough money for a new school it would be necessary for a few of the people to put up substantial amounts and that everyone would have to do all that he could. He suggested that a permanent committee be appointed to raise the money, construct the building, rent the building to the school district on agreeable terms, and to transfer title to the property to the school district when all costs had been repaid through rental receipts. This suggestion was adopted without a dissenting vote and the young lawyer was elected chairman of the committee.

While the money was being raised for the new school building, the downstream neighboring community sent a delegation to propose that the two communities jointly construct a building which would be accessible to both communities. Without delay the proposal was accepted, the money raised, the building constructed, and the school opened on schedule. In the course of time all costs were liquidated and the combined school district received title to the property. According to a distinguished Kentucky

educator, the rain and the flood were responsible for the first school district consolidation and the first school building holding company in the State.

Action Challenged

The sequel to this story is interesting. Many years later, a school district in Kentucky was a defendant before the Supreme Court of the State in a case which challenged the constitutionality of the action of the trustees in entering into a contract to rent a school building from a holding company. The chief justice of the court wrote the decision which upheld the action of the school trustees and cited the case of the mountain village that had used this method of replacing its school building carried away by the flood. The chief justice knew all about that case because he was the young lawyer who had recommended the plan at the mass meeting and had served as chairman of the holding company.

Still many years later the legislature of Kentucky enacted laws which authorized city and county governing bodies to act in the capacity of holding companies for the construction of school buildings under lease-rental contracts. This law became effective about 25 years ago and has made it possible for many school districts to obtain buildings which could not have been financed otherwise. School buildings costing more than one hundred million dollars have been constructed by holding companies in Kentucky since 1950.

The school building in the mountains of Kentucky may not be the first erected under an instrumentality now commonly referred to as a school building authority. It is possible that another community, at an earlier period, seized upon the same idea under similar circumstances. Many communities in the United States, confronted with emergencies, have demonstrated that obstacles can be surmounted through concerted effort when there is the will to act. That should not detract from the credit due the mountaineers for their

ingenuity in finding a way to replace their fugitive school building.

The rain and the flood set the stage for an idea that was new to these people. They did something with their idea, disregarding the obstacles. That was in keeping with the traditions of their forebears. All kinds of circumstances have erected barriers across the beaten paths and have compelled people to blaze new trails which otherwise might have never been discovered. But once the new road is cleared, it becomes easier for others to travel it.

Authority Movement Spreads

There may not be any connection between the method of financing the replacement of the washed-away school building in the mountains of Kentucky and the school building authority movement that has already reached the flood stage in Georgia, Indiana, Kentucky, and Pennsylvania, and is beginning to operate in Maine and Wisconsin. It would require only a small flight of imagination to assume that someone moved from the mountain village in Kentucky across the State line into Indiana and carried the seed that germinated into the Indiana holding corporations which predated the Kentucky holding company legislation. But there, the trail becomes cold and one can only surmise the chain of events that followed.

Generally speaking, school building authorities may be likened to a new trail or to a detour when the main highway has been blocked. When traditional methods of financing school construction have proved to be inadequate, the authority plan has been a way out. Whatever the future of the school building authority plan may be, the idea, culminating in the erection of a little mountain school in Kentucky a half-century ago at a cost of probably less than ten thousand dollars, was forged out of the same material that resulted in school buildings costing more than three hundred million dollars in 1956-57, namely, necessity. ■

For about the same as America's students spend in a year on paper and pencils, educational television stations could be built and operated for a year to reach virtually every TV receiver in the country.

In 1952 the Federal Communications Commission set aside certain television channels exclusively for educational uses. At present, 257 channels are reserved—41 are being used, 216 are not. There are 43 educational television stations on the air—41 on reserved channels, plus two operating on non-reserved (commercial) channels.

Variable Costs

The costs of building ETV stations vary considerably, but \$350,000 is about average. One station reports its capital investment at about \$200,000 while another states its to be about \$1,500,000.

Such extreme differences are often disconcerting to those accustomed to "fixed prices." But there are so very many variables in the building of a television station that such ranges in

**an unusually detailed
report on the costs of
ETV: capital outlay,
operating expenses,
sources of support, etc.—**

How Much Does ETV Cost?



— Flint, Mich., Schools

LEON C. FLETCHER

Instructor of Broadcasting,
Taft College, Taft, Calif.

costs must be expected. Before a specific total can be computed, scores of questions must be answered.

How many camera chains (camera and its monitor, controls, and connecting cables) is the station to have? Each one costs about \$16,000. A few stations do operate with only one, but programming is most limited. Two cameras are used for most educational programs, but many stations have three, permitting greater variety in operation. Four cameras, for an educational station, may seem to approach luxury, but would be highly desirable if much live programming is to be produced and if remote presentations are to be an important part of the station's schedule.

What lenses will the cameras have? Each camera needs four. They range from about \$140 for a 90mm., to about \$7,000 for a Zoomar.

How are the cameras to be mounted? A standard pedestal costs \$2,400, but many stations use a tripod-dolly combination at about \$600.

What microphones are to be used? They range from about \$50 to well over \$165 each. And how will the microphones be supported? Desk stands at \$5 each? A small stationary boom at \$138? Movable boom at \$2,128?

How is the sound from these microphones to be controlled? The prices on audio control boards run from a little less than \$850 to more than \$1,750 for standard installations, higher for the custom designs which are often needed.

The cameramen and other key production personnel each needs a headset on which to receive instructions. Will they use single earphone headsets at about \$38, or do you want to be more positive that orders will be heard and use double earphone sets at about \$68?

Are you going to warn people when a studio is in use with electric "on-the-air" signs? How many? They cost about \$20 each. Or, will a simple cardboard sign hung on the studio door by the last one to enter suit the type of operation you are planning?

In addition, differences in what is included as "capital investment," differences in evaluating gifts of equipment, differences in accounting building costs

—some of which are new, some are conversions, some are temporary—and similar practices, often result in the wide ranges of reported costs of building ETV stations.

Differing Operating Budgets

Great differences in yearly operating budgets are also reported by the ETV stations on the air—from a low of \$50,000 ("not including engineering staff and services donated by commercial station") to a high of \$375,000. About \$250,000 is average.

Again, many questions about the programming you want to offer must be answered before a specific figure can be set.

Will cameramen be provided from classes in TV production at local colleges, or will professional cameramen be employed?

Will the pick-up tubes for the cameras be bought new at more than \$2,000 each, or secondhand at less than \$500?

Will station personnel maintain specialized equipment such as film projectors, or will the usual service policy at several hundred dollars a year be purchased?

Will film clips be used frequently or occasionally in programming? Where will they be obtained? Borrowed free from schools? Rented from libraries? Filmed by staff personnel? Ordered from professional production centers?

Sources of Support

The sources of income of ETV stations vary considerably, too. One summation gives the following information:

Sources of Support	Stations		
	A	B	C
Business and Industry ...	20%	16%	25%
Individual Members	10	13	30
Foundations and			
Production Contracts ..	40	13	35
Schools	15	45	—
Miscellaneous	15	13	10

But these percentages may change as the individual station grows and develops. Foundations usually provide much of the capital to get a station on the air, while income from production contracts often increases after a station has been operating for a few years and becomes able to provide creative programming to other stations.

Financing is not only one of the very biggest problems faced by ETV, but it continues to be of almost constant concern to nearly every station even after it is well-established otherwise. KQED, San Francisco, for example, raises about a third of its operating expenses from an annual on-the-air auction plus fund drives in which the viewer is invited to become a "viewer sponsor" for a con-

tribution of \$10, \$25, \$50, or more. For this he receives a monthly program guide and a studio pass which authorizes admission to see programs in production. Dr. Alan Willard Brown, president of the Metropolitan Educational Television Association, New York, has said that on-the-air appeals for contributions to that group "netted a larger volume of mail than cash." A news article about the lack of funds at ETV station WTHS-TV, Miami, reports, "Enthusiasm has been the station's working capital."

The Ford Foundation—through two of its organizations, the Fund for the Advancement of Education and the Fund for Adult Education—has provided more than 23 million dollars for ETV, more than any other single source. It has financed part of the construction and equipment of almost every ETV station in America, many closed-circuit installations—including the extensive facilities for the Hagerstown, Md., Project, part of the expenses of the Educational Television and Radio Center in Ann Arbor, Mich., and assisted in producing the commercial network program "Omnibus," to name only some of its activities in support of teaching through television.

Television Is Expensive

An estimated 60 million dollars has been invested in America's communication network for education, including approximately:

\$28,000,000 from foundations; \$7,000,000 from state legislatures; \$7,000,000 from public institutions of higher learning; \$7,000,000 from private institutions, individuals, business concerns, others; \$6,000,000 from commercial broadcasters; and \$5,000,000 from boards of education and municipal governments.

On the commercial side of the television expense picture, too, costs get into pretty large numbers. Procter and Gamble, the soap company, usually spends more money on television than any other advertiser, putting out more than \$4,000,000 a month, according to recent reports, for instance, last year the Hazel Bishop television budget was \$4,300,000. The "Shirley Temple Storybook" goes at about \$150,000 per show for production costs alone; add to that expenditures for promotion, audience analysis, commercials, and airtime. One hour of network airtime is listed at a little more than \$100,000.

But while total cost figures in the television world, educational and commercial, often seem large to the "outsider," commercial people look at such expenses on the basis of per-viewer or per-potential-purchaser. In this light, some of the top-bracket commercial television shows, which sometimes cost

more than half-a-million dollars per program, actually cost the sponsor less than a penny-a-viewer since some have had audiences of well over fifty million people.

A Per-Student Basis

Similarly, any consideration of costs of ETV should be figured on a per-student basis.

There are more than 41 million students in the more than 114,000 public schools in our country. In 1957 our total expenditures for public education were \$12,779,000,000—11.1 per cent of our total governmental expenditures, and 3.8 per cent of our gross national product.

The average expenditure per pupil was \$320.

ETV would cost less than \$2 per student per year.¹

ETV stations are able to provide curriculum services, for example, to schools at a very low per-pupil cost. KQED, San Francisco, offers its programming designed for in-class viewing at the following rates:

\$0.45 per average-daily-attendance on the elementary school level; \$0.45 per average-daily-attendance on the secondary school level; and \$0.30 per average-daily-attendance for schools desiring service on both levels.

A careful cost analysis of instruction by television at Pennsylvania State University revealed the following:

Course	ETV Cost	Classroom Cost
Psychology	\$14,680	\$23,825
Accounting	7,520	8,000
Sociology	7,527	10,274
Air Science	22,557	50,000
Totals	\$52,284	\$92,099

This is a savings of \$39,815, or 43 per cent.

Charles A. Siepmann, in *TV and Our School Crisis*, presents the following answer to critics who ask the question, "Won't educational television cost too much?"

"Present costs cover such a variety of situations in such a variety of places that no general statement is worth much. But I should like to latch on to two words in this question—'too much.' Too much for what? Whatever the figure turns out to be, it will not exceed our national resources. Not our capacity, but our will, to pay—that is the question."

¹"For every dollar spent on education, \$1.46 is spent on crime, or approximately half as much again," J. Edgar Hoover stated recently. California alone spends more than \$22,000,000 a year on just its penal institutions—\$3.77 per inmate per day, \$1,376 per inmate per year.

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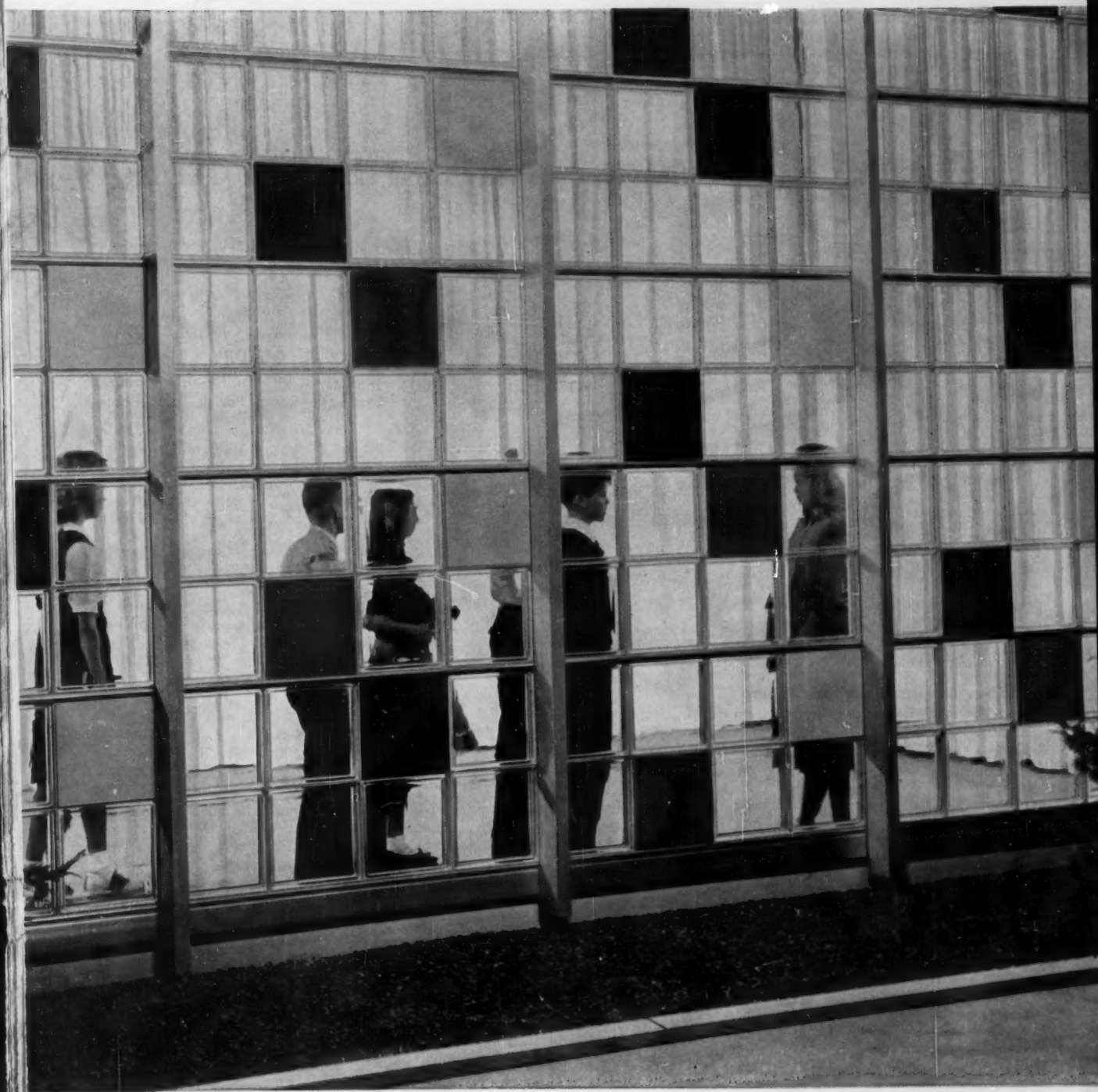
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Constructing Schools in East Baton Rouge



Above: aerial view of the Robert E. Lee High School, showing the gymnasium (foreground), academic (middle), and auditorium (background). Below: a construction closeup of the circular auditorium.

PERRY A. GUEDRY

Supervisor, Informational Services,
East Baton Rouge Parish, La., Schools



When voters in East Baton Rouge Parish, La., approved issuance of bonds for school construction in the amount of \$46,500,000 October 16, 1956, they did so out of realization of the immediate as well as long-range need for more and were increasing at the rate of some 3000 pupils a year, due mostly to industrial expansion in the Baton Rouge area. Several dilapidated schools were condemned and several others gave way to street construction. Even the newer schools, completed only a few years before, were already proving inadequate and were in need of additional classrooms to house the oncoming youngsters.

But this was not a "crash" program. A great deal of time, thought, and planning by many individuals and

groups went into the building program to make it a wise investment in the future. Continuing to administer the program as it approaches its final stages are Dr. Lloyd Funchess, parish superintendent of schools; George A. Smalling, director of school construction; a seven-member school board, and a school planning committee made up of various members of the central office instructional and business staff. Not to be excluded are dozens of Baton Rouge architects and contractors who, by their co-operative spirit, have contributed their share to the success of the building program.

Today 67 white and Negro, elementary and secondary schools serve a student population of 41,828, and plans call for the opening of eight completely

Architect's perspective
of the new Scotlandville
Senior High School,
scheduled for completion
June 1, 1960, by the
East Baton Rouge board.



new school plants in September of this year, 13 in 1960, and five in 1961.

Two of the larger projects in the \$46½ million construction program are Robert E. Lee Junior-Senior High School for white students and Scotlandville Senior High School for Negroes.

Robert E. Lee Junior-Senior High

Robert E. Lee Junior-Senior High School, scheduled for completion July 21 of this year, has been constructed on 24 acres of rolling land on Lee Drive in the southeast section of Baton Rouge.

Designed to accommodate 1200 students, the school will include the following facilities: academic buildings, a library, science and home economics laboratories, cafeteria, arts and crafts building, a three-court gymnasium with seating capacity of 1200, a circular auditorium designed to accommodate an audience in excess of 1200, football field and stadium seating 1200, track, baseball diamond and a four-court paved play area. There will be 53 teacher stations.

The plant will have a floor area of 175,036 square feet. The contract price, \$2,356,126, includes—in addition to construction—site improvement (as well as landscaping) and special equipment for laboratories, lunch room and kitchen, making the actual construction costs \$12.15 per square foot.

The site was a major problem because there was a deep gully running diagonally across it. Rather than fill the gully, architects Miller, Smith, and Champagne decided to use it as a campus division and allowed for the construction of a roadway in the bottom of the gully to connect the campus with the

two existing streets. Thus the auditorium and administration areas will be located on one side of the roadway, separated from the academic areas on the other side, but connected by three overhead walkways.

The pièce de résistance of the entire plant is the modernistic, circular auditorium with a dome 184 feet in diameter. This building is the focal point for the academic buildings which are laid out on a radial plan to follow the natural contour of the site.

All buildings are of steel frame and masonry construction. Inside finishes are of high-grade materials including vinyl plastic asbestos, maple, terrazzo, and ceramic tile floors, glazed tile, face brick, and wood paneling on walls and acoustically treated ceilings. The contractor for this project is Ross E. Cox of Baton Rouge.

Scotlandville Senior High

Scheduled for completion June 1, 1960, Scotlandville Senior High School is designed to serve immediately 900 Negro students and ultimately 1,200 students, in the northwestern section of East Baton Rouge Parish. The school will have 43 teacher stations, a total floor area of 111,728 square feet, inclosed and 24,800 square feet of open or roofed areas.

Located on a 35-acre tract in a suburb of the city, the plant will be a complete senior high school consisting of classrooms, administrative area, library, gymnasium, lunch room, shops, varsity dressing area and bleachers, a lighted football field and athletic areas for track, baseball, and softball. Covered walks will connect most of the buildings.

Basic construction will be of masonry, steel, and concrete. The auditorium will be built on a timber-pile foundation while other buildings will be on spread footing foundations.

The contract price, including grading, drainage, and site improvement is \$1,896,530. Cost of the plant per square foot is set at \$13.89, according to Robert Thibodeaux, the contractor.

Classrooms will be inclosed, exterior wise, with a modified window-wall arrangement using fabricated steel frames, steel sash, and insulated asbestos board paneling. Terrazzo is to be used in ground floor corridors of the classroom buildings and other areas which will be in constant use, while kitchen and toilet area floors will be concrete base with ceramic or quarry tile facing. All other floors will be primarily vinyl plastic asbestos except for the varsity dressing and the mechanical area which will be of cement. Structural tile is to be used for corridor walls in the classroom buildings as well as for other hard-use areas such as the kitchen. All classroom areas and the auditorium and related areas will have acoustical tile ceilings.

This project, which will have its own sewage treatment plant, will be heated from a central boiler area with the use of hot water as the heating medium. The classrooms will be heated primarily through fin-vector as an exchange medium, and the auditorium and gymnasium by unit heaters.

Voters in East Baton Rouge Parish have indicated that they are willing to support education, which also means school construction—not with lip service alone but also with dollars and “sense.” ■

Floor Machines in our Schools

Wherever larger floor areas are involved, the electrically operated floor machine has become indispensable maintenance equipment. Designed for polishing, scrubbing, scouring, and even light sanding, it serves practically every duty necessary in the care of all kinds of floors. Not only does the floor machine do the job very much faster and very much better, but it does jobs for which there is no other practicable method. To the school floor maintenance man the floor machine is what the tractor is to the farmer.

Since most of the larger schools already have floor machines, the above may not be new information. A re-appraisal of these machines which, through familiarity, have become commonplace and their use too often a matter of routine, is still good business, however.

Basically most floor machines operate on pretty much the same principle and perform the same functions. The purposes of all the machines is to polish and clean floors, the differences between the various machines being confined to structural phases. The polishing process consists of buffing to create heat for polishing (especially waxes), while the cleaning action is to create abrasion for loosening adhering accumulations.

Uses of Floor Machines

The floors of school buildings may be of almost any type, including wood, terrazzo, ceramic tile, concrete, and the increasingly popular resilient floors of which asphalt or vinyl types are best known.

Although the floors are thoroughly cleaned and finished during the summer vacation period, efficient maintenance must continue throughout the year. Wet mopping, while essential in many cases, is inadequate for the thorough cleaning of floors. It removes most of the visible dirt and spreads the rest out uniformly until an overcast gradually dulls the luster and dims the pattern. This overcast builds up faster at the entrances and in the lanes of traffic, particularly in the corridors.

Scrubbing Floors

To scrub a floor, a regular scrubbing brush is attached to the machine. These brushes are usually of palmeto or bassine bristles though the more expensive nylon is considered best. There are special fittings to convert a polishing machine into a scrubber, a matter we shall describe later on. A good cleaning solution is used, preferably a synthetic detergent which serves equally well in hard and soft water, leaves no residue of its own, and is harmless on any floor.

For all floors except terrazzo and marble, a pad of steel wool under the scrub brush will remove stubborn stains and accumulations. Except where accumulations are heavy, No. 1 steel wool

is suitable. No. 2 wool may be used when necessary. These steel wool pads are held in place by the stiff bristles of the scrub brush, a well-worn brush being best, though some floor machines have regular wool holders.

For cleaning terrazzo or marble the new silicone-carbide treated nylon pads are used under the brush, or a good abrasive powder sprinkled on the wet floor. Steel wool should not be used on terrazzo or marble as loosened particles may rust and cause difficult stains. Stainless steel wool is available but is so hard it may scratch terrazzo, marble, and some other floors.

While it may be necessary to scrub the entrances and traffic lanes every day or so, once a week is usually frequent enough for the entire corridor floor. The classrooms may be "dry cleaned," as we shall describe later on.

The conventional scrubbing machine does not pick up the dirty solution. This is best done with an industrial vacuum cleaner with which another operator follows closely. Or a floor squeegee and "pickup pan" may be used. As is well known, the pickup pan is a specially designed, oversized "dust pan."

There is a large, tank-type machine which feeds the cleaning solution to the floor and picks up the dirty solution in one operation, but it is designed more for large, unobstructed areas. In a long corridor, for instance, the use of this machine is very practicable. It is much faster than a conventional floor scrubber.

Waxing Floors

Where floors are waxed, scrubbing should be needed less often. Daily buffing with the polishing brush removes the scuffs of traffic and, if dry, No. 0 steel wool is placed under the stiff scrub brush, the floor may be "dry cleaned." This often relieves the need of frequent wet mopping.

Floors are frequently waxed by routine. That is, they are waxed at set intervals rather than when they need it. Traffic mars, dust, etc., may indicate the floor needs re-waxing when all that is needed to restore the polish is buffing, thereby saving floor wax and the time and labor of applying it.

Even self-polishing floor wax must be buffed occasionally with a floor machine to retain the desired appearance, and it is recommended that as soon as a fresh application is dry it be buffed to harden it.

Since a waxed floor should be stripped, the old wax removed several times a year, this can be successfully done only with a floor machine. First, a wax stripper is applied to the floor; after allowing to set a few minutes to soften the hard old coating, scoured with No. 2 steel wool (or an abradant pad) under the scrub brush.

Reapplying fresh wax more than two or three times over old wax may result in a "yellowish" cast. Rewax only where needed, such as in traffic lanes.

If a floor is to be repainted or resealed a better bond will be effected by first scarifying the old coat. This can be done with No. 3 steel wool or an abradant pad or with a steel wire brush under the floor machine.

Light sanding can be done with the floor machine by attaching a sanding disc in the place of the brush. Such sanding is especially useful for removing hardened accumulations on wood or concrete floors and for cleaning badly soiled cork floors.

Different Types of Floor Machines

The Federal Government has divided disc type floor machines into two general classifications: The *concentrated weight* type by which the transporting wheels are raised above the floor so, that in operation, the entire weight of the machine rests on the brush; the *divided weight* type, the wheels of which, during the operation, remain in contact with the floor and help support the weight of the machine. These two types are both adaptable for either polishing or scrubbing, but each has its special advantages.

As already indicated, a floor polishing machine and scrubbing machine may be identical, the difference simply being a matter of adaptation. All that is needed to scrub with a floor polishing machine is to replace the soft tampico or nylon polishing brush with a stiff scrubbing brush. To complete a scrubbing machine a solution tank is attached to the handle or to the motor of the floor machine, from which tank the cleaning solution is fed. Almost any floor polisher is easily adapted for a regular scrubber, the flow of the solution from the tank being controlled by a lever near the handle bar.

The Concentrated Weight Machine

The more popular type of concentrated weight machine is fitted with a single round brush and, by raising and lowering the handle of the machine, is self-propelling laterally. This is not only less tiring to the operator than the other types, but because the machine can be swung from side to side in an arc, it is much faster. There is one disadvantage, however. The use of this machine calls for a certain amount of skill, acquired by practice. If the handle is raised or lowered too much, the machine may swing out of control, crashing into furniture, etc.

There are, however, dual or multiple brush concentrated weight machines which are easily controlled since the brushes revolve in opposite directions. But these machines are not self-propell-

ing. They can be moved from side to side but the movement in any direction is a manual operation.

The Divided Weight Machine

Because this type of floor machine rests partly on the wheels which are located at the back, it is easily controlled. Any novice can use it without practice, but it cannot be swung from side to side. It must be pushed and pulled backward and forward. It may be fitted with a single brush, two or several brushes, and because the motor can be set back over the wheels, about half or more of the brush housing is cleared to permit use under low furniture, etc.

Large Tank Machines

There is the large tank-type machine, already mentioned, which is designed for the bigger jobs. While these machines may also be used for buffing, their primary purpose is for scrubbing. The large tank, supported by wheels, is made into two compartments, one for the cleaning solution and one for the dirty "pickup," the latter being accomplished by a large built-in squeegee and suction device.

When used for scrubbing this machine is pushed forward only, the long rubber-covered cable (called "cords" on small machines) being usually wound on a spring retracting windlass attached to the machine.

While most of the tank-type floor scrubbers are electrically driven by a cable from the house current, there are also battery driven machines which dispense with the cable. They operate about four hours continuously without recharging. Because large storage batteries are required to operate such a machine it is necessarily heavier than the conventional kind but it does eliminate the problem of the cable.

A smaller tank-type machine, operated from the house current, is now available, serving the same purposes as the larger machines but on a more limited scale.

Variations in Design

No two makes of floor machines can hardly be said to be exactly alike. At the present it might be unfair to say that any one or more machines or types of machines are better than other standard makes. Most disc machine manufacturers belong to The Floor and Vacuum Machinery Manufacturers' Association which abides by a set of standards and ethics approved and supported by the Federal Government. The claims of a machine bearing the label of the Association may usually be accepted as reliable.

Besides the chief differences, already described, following are some of the less important but which may aid a

a comprehensive
discussion of floor
machines in schools:
their uses, types,
designs, etc.



— Clarke Sanding Machine Co.

DAVE E. SMALLEY

Technical Editor
Better Building Maintenance

Example of a divided weight machine is the one at the left. The machine at the right is concentrated weight style and has a wheel retracting "step-on" pedal.



prospective purchaser in deciding which to buy.

Speed and Weight

Probably the most important features of a floor machine are the weight of the machine on the brush and the speed of the brush. As said before the primary purpose of any floor machine is to create friction, heat for polishing, and abrasion for scrubbing or scouring. To create friction on the floor there must be either pressure or speed. In other words a machine revolving at 160 r.p.m. must weigh about a third more than one revolving at 180 r.p.m. to give comparable results. Generally this means that the brush of a divided weight machine should revolve faster than the same size brush on a concentrated weight machine.

This fact may indicate that a floor machine which is lighter and faster has an advantage over a heavier, slower one which might be less maneuverable. Except when necessary to lift a machine off the floor a heavy standard floor machine is about as easy to maneuver as a light one. And while a fast machine is good for polishing it is often less so for scrubbing where it tends to throw the cleaning solution. To meet both requirements a machine is being marketed now which is fitted with two speeds, a lever changing from one to the other.

There are also floor machines adapted for reversing the revolution of the brush, the idea being to prevent the eventual flattening of the bristles in one direction. However, on a self-propelling, single brush, concentrated weight machine a reversal of the brush can be very confusing, like turning the steering wheel of your car to the left when you expect to turn right.

The Motor

While the motor is naturally the most essential part of a floor machine, all

standard machines have good motors, the efficiency differences being just a matter of horsepower. The following is generally applied for floor machine motors, the sizes of the machines being based on the diameter of the brushes: 10- to 12-in. machines, $\frac{1}{8}$ h.p. to $\frac{1}{4}$ h.p.; 13- to 14-in. machines, $\frac{1}{4}$ h.p. to $\frac{1}{2}$ h.p.; 15- to 16-in. machines, $\frac{1}{2}$ h.p. to 1 h.p.; 18- to 19-in. machines, $\frac{3}{4}$ h.p. to $1\frac{1}{2}$ h.p.; and 20- to 22-in. machines, 1 h.p. to $1\frac{1}{2}$ h.p.

The motors on the large tank-type machines go up to 9 or 10 h.p.

For years the most popular size in floor machines has been the 15- or 16-in. size, but recently the next size larger (18 or 19 in.) is beginning to prevail. However, the following may be a helpful scale in choosing a floor machine for your particular requirements: For 2500 sq. ft. of floor space use a 12 in., for 2500 to 5000 sq. ft. use a 14 in., for 5000 to 10,000 sq. ft. use a 16 in., and for 10,000 sq. ft. and larger use a 19 or 22 in.

These measurements are not necessarily standard since some manufacturers vary slightly in their designation and a double brush machine may use two 8-in. brushes, revolving side by side to give the equivalent of a 16-in. brush spread.

A few floor machines still install the motor horizontally on the brush housing. Originally this was done to lower the height of the machine and promote better balance and quieter operation. In recent years, however, short motors, especially designed for floor machines, provide an over-all height no greater than the horizontal type. They are also as quiet and well balanced in operation, and some authorities claim there is less loss of power by use of parallel gears than by a right-angle turn of the transmission, necessary on the horizontal type.

There are also the *capacitor* type

motors and the *induction-repulsion* type, both terms relating to the starting device. Since a floor machine motor must start with a full load, such an arrangement is necessary, but as to the merits of the two principles, authorities seem to be pretty well divided.

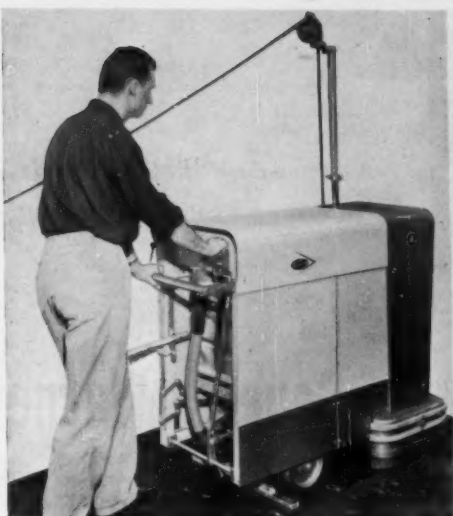
Most floor machines have a convenient switch on or near the handle bars. In the case of the single-brush, concentrated weight machines, however, the switch is operated by a lever attached to the handle bar so that the operator must hold it closed for the machine to function. When his grip is released the switch automatically opens and stops the machine. This is a safety factor for easier control of the self-propelling machine.

Some of these machines have a lever on each side of the handle bars so that the switch can be operated with either hand.

While the wheels (or casters) of the divided weight machine are in permanently fixed position, the wheels at the back of the concentrated weight machine are generally made to be raised and held off the floor during operation. In some cases the wheel assembly must be raised with the foot, while others are fitted with a spring which pulls up the wheel assembly when the back of the machine is lifted. The latter arrangement is a convenience in one way but since the wheels spring up if the machine is unintentionally tilted, the convenience can be thereby offset.

Adjustable handles on some machines are designed for both tall and short operators. Some machines have double handles which some think relieves some of the strain on the handle.

Still another design is the "drum-type" floor machine which utilizes a cylinder brush revolving like the drum of a drum sander. This machine also sands and steel wools but is operated only forward and backward. ■



Left: Most of the tank-type floor scrubbers are electrically driven by a cable from the house current.



Above: The vacuum-equipped dry-cleaning floor machine picks up soilage automatically.

Proper care of the floor machine is important to obtain better service and longer life.

The machine should be kept clean. If it has been used for scrubbing, rinse out the brush and hang it on a nail. Do not lay it flat or on edge with pressure on the bristles. Empty any residual cleaning solution from the tank and rinse the latter out. Clear water allowed to run down the feeder tube from the tank will prevent the tube and valves from gumming up with the cleaner.

Keep the brush housing, motor, cord, etc., clean. Especially after scrubbing, wipe them off well. Generally the brush housing is made either of cast or spun aluminum and when new is highly polished. If neglected the aluminum will become dull and the machine will look old long before its time. Alkali is aluminum's worst "enemy." Therefore, remove any alkaline solution promptly and keep the metal well waxed. You may want to trade your machine in on a new one at which time appearances will count. A good floor machine, properly cared for, should give good service for years, but like all kinds of equipment it will become less efficient in time. It will then be a matter of economy to trade it in on a new one. Better results in less time will more than justify the difference in the price you pay.

When the machine is not in operation, do not let its weight rest on the brush. To do so will flatten the bristles. However, flattened bristles can usually be straightened up by soaking them for four or five hours in about one inch of water, then laying the brush, bristles up, in the sun.

In ordering new brushes it is to be remembered that the brush sizes are

indicated by the diameter of the bristle spread under the weight of the machine. Do not order new brushes based on the diameter of the brush back or they will be a size too small. In ordering new brushes specify the size of your machine—such as 16 in. or 19 in. Mistakes in ordering new brushes for floor machines are of common occurrence.

The brushes on some machines "freeze" on the machine and cannot be removed by the usual twist to dislodge them. In such a case turn the machine over on its side and, backing up to it, kick down into the brush with the heel, being sure you are kicking down on the correct side of the brush to loosen it.

Do not attach the floor machine cord to a light socket but to a wall or floor outlet, and if an extension to your cord is needed, be sure it is as large or larger than the machine cord. Efficiency of the machine is reduced if any part of the feeding line is smaller than the machine cord. The cords on even the smaller machines are likely to be heavier than the wires which feed the light fixtures.

In the case of most floor machines, the cord usually presents something of a problem in scrubbing a floor. The logical method is to plug it in behind you and work away from it. This prevents backing into the cord, but dragging it across a dirty scrubbing solution on the floor gets the cord dirty and can reoil a cleaned area. If the cord is plugged in ahead of the operator, he walks and works into it.

Of the two methods it is better to plug in behind or at one side and then wipe off the cord before dragging it across the cleaned area.

Although some authorities are fearful of a shock, the trailing cord is much

How to care for the floor machine

more conveniently controlled if looped around the back of the operators' neck and under the armpits. There is always some hazard in using any electrical equipment on a wet floor, but the rubber-covered cord is well insulated and, if a risk is still considered, the operator can always wear rubbers.

It is important to keep the motor dry, but do not be too concerned if the motor becomes too hot to lay your hand on it. Floor machine motors are made to stand up to 40° F. above the room temperature. The temperature of the motor is ascertained by attaching a thermometer to the top or side of the motor with a liberal piece of putty. If the motor should begin to smell or smoke, turn it off at once and have it checked.

Low voltage or an excessive drain on the current will cause heating, decrease the efficiency of the machine and sometimes cause the motor to "growl" or function sluggishly. Too many lights burning, or other electrical devices running simultaneously, will reduce the efficiency of the floor machine.

Follow the manufacturer's instructions regarding lubrication. The wrong kind or an excessive quantity, heated in operation, may expand and burst an oil seal, causing the machine to leak oil.

Occasionally a floor machine is shipped without oil in the gear case, the oil to be added before the machine is used. The oil is omitted to prevent leakage in shipping, but when you start the machine you will know immediately if it needs oil. There will be a grating sound, warning you to shut off the current at once and add oil. ■



Above, in the science classroom, four students conduct an experiment while the rest of the class listens to the lecture. Below, square rooms shorten the length of piping and electric conduit, as this view of the industrial classroom shows.



General Wayne Junior High School, the eighth building project in the Paoli area high school system in six years, is visible proof of the experience gained by one school system and its administration during the course of developing a number of elementary and secondary projects in a relatively short time. This school has been efficiently planned to house a complete junior high school instructional program. The school is a complete unit, with maximum capacity of 850 pupils, better referred to as a "thirty-section" school (10 sections for each grade — seventh, eighth, and ninth), and is complete in every area with no further additions or alterations planned.

Planned for Program Efficiency

The school is designed to provide for the "little school" idea. Each of the three grades receives basic classroom instruction on one floor of the three-deck classroom wing. Two groups of teachers on each floor spend most of

their time with half of the pupils of one grade, and because of the proximity of classrooms, the teaching schedule, and the planned meetings with the guidance department, a small group of teachers becomes well acquainted with a small group of pupils in a very short time.

Classrooms were designed so that they would be large enough for activities cutting across a program planned for a longer time than a single class period. The average academic classroom is designed to be used as a working area or a class laboratory.

Library Is Service Department

The General Wayne library has no large reading room, which is a distinct departure in design from most secondary school libraries. It is rather a service department containing the main stacks of reading and reference books for the school, and from which large numbers of books are sent to the classrooms as needed. To provide for this type of program, the school has been

A "three-deck" little school design providing a complete program —

General Wayne Junior High School

J. MAURICE STRATTAN

Superintendent, Paoli Area
High School District, Berwyn, Pa.

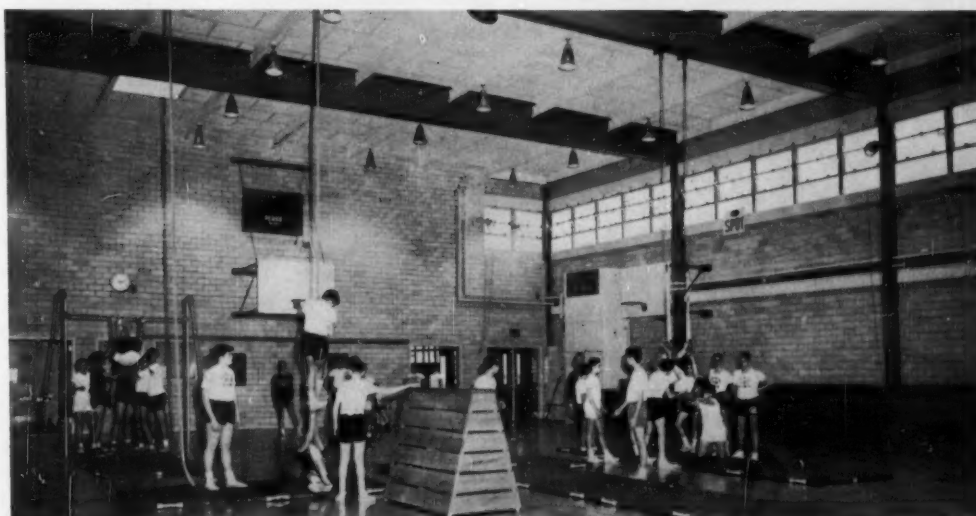
supplied with a large number of bookshelves on wheels — at least two sets for each classroom — and a small freight dumbwaiter to move the bookshelves between floors as the process of taking books from the library to the classroom is carried out. Thus, every English and social studies classroom is, in a way, a library reading room. One thousand square feet of floor space has been saved, and no student is farther from the books he needs than he is from the shelves of his classroom.

A small auditorium (seating capacity 500) large enough to house any two of the three grades has been provided so pupils may have ample opportunity to practice and display skills in speaking, dramatics, and music. Special features of this auditorium contributing to both efficiency of operation and construction economy are: (1) its sloping ramp covered with a non-slip material and so designed that a piano can be moved from the music practice room to either the orchestra or stage level on

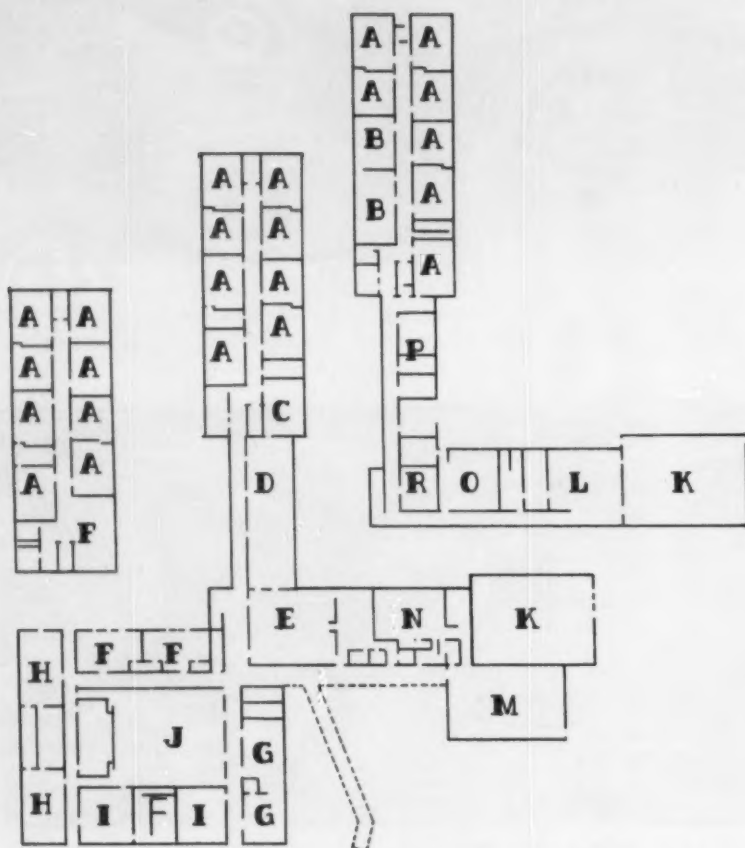
An aerial view of the
General Wayne Junior
High School, Paoli Area
High School District,
Berwyn, Pa.



General Wayne library,
right, is a service
department containing
stacks of reading
and reference books which
are sent to classrooms
when needed.



This is one of two split-level gymnasiums that were designed to make possible the stacking of shower and locker room facilities. Both gyms exit directly to the playing field.



FLOOR PLAN

GENERAL WAYNE JUNIOR HIGH SCHOOL, BERWYN, PA.

- | | |
|----------------------|------------------------|
| A — Classrooms | J — Auditorium |
| B — Laboratories | K — Boys' gym |
| C — Library | L — Boys' locker room |
| D — Business offices | M — Girls' gym |
| E — Cafeteria | N — Girls' locker room |
| F — Teachers' room | O — Boiler room |
| G — Home economics | P — Maintenance rooms |
| H — Shop classrooms | R — School store |
| I — Music room | |

its rollers and without lifting; and (2) a projection platform, suspended on the rear wall and reached by folding stairs. This provides the convenience of a booth as well as that of projection within the auditorium itself. Projection equipment is out of the way yet always available, and the operator in the room can readily adjust the volume of sound.

The special departments of practical arts, homemaking, art, and music encircle this auditorium. These units, together with the administrative suite, health unit and cafeteria, are located on the same level as the second floor of the three-deck classroom wing.

Two separate gymnasiums for boys and girls are conveniently located away from the instruction area and on the edge of the playing fields.

Planned for Building Economy

The irregular and sloping terrain of the school site lent itself to split-level construction and made possible the erection of a three-story classroom unit for building efficiency without giving the appearance of an excessively tall structure. This unit was shortened by the design of nearly square classrooms, a feature which considerably shortened the length of all kinds of piping for heating and water supply and electric conduit. Moreover, the three-story feature made it possible to stack toilet rooms and save plumbing costs.

Similarly, in the gymnasium area the shower and locker rooms were stacked for plumbing economy. To avoid the necessity for either boys' groups or girls' groups to travel stairways to the gymnasiums, the gymnasiums were placed on the same level as the shower and locker rooms by a clever use of the land area. Each gymnasium has a direct exit to the playing fields.

A unique construction material, speed-wall tile, was used to enclose the steel skeleton of the gymnasium. This tile, which is 8 x 8 x 16 inches, is finished on both sides and so constructed that when it is laid it completes the outside and the inside wall without need for any type of veneer or finish. Many thousands of dollars of labor were saved in the construction of this part of the school.

The Cost

Fully equipped, including land, building structure, architect's fees, and all built-in furniture and miscellaneous equipment needed for completed instruction, this school cost \$1,675,000, or less than \$1,950 per pupil. Its structure and engineering costs were: \$1,411,794, or \$1,661 per pupil. The latter compares with a median of \$1,964 and an average of \$2,023 per pupil for 27 junior high schools built in Pennsylvania during the 1956-58 period. ■

Compliance with Municipal Codes

STEPHEN F. ROACH

Editor, *Eastern School Law Review*, Jersey City, N. J.

As we have seen in previous articles the higher states courts are usually agreed in holding that school districts are separate and distinct local governmental units. As such, districts are to be free, generally, from the control of the municipal governing body in matters relating to education.

However it is not difficult to visualize areas of school operations where honest differences of opinion may arise as to the relative authority of the district vis-à-vis the municipality. One obvious one might be the application of a municipal motor-vehicle code as it relates to the designation and control of suitable automobile parking facilities for a large metropolitan high school. Another might be the degree to which the construction plans for a specific school building are to comply with the municipal building code.

Particularly sensitive in this regard are those areas where the health and safety of school children are directly involved—such as would be true in the control of food handling in school cafeterias, or in the adequacy of school fire protection facilities.

The inspection of public eating places, for example, is usually regulated by municipal agencies. Since many public schools operate cafeterias there may well arise honest conflicts of opinion as to the authority of the municipality over some phases of school cafeteria operations.

A detailed examination of two recent cases involving these aspects of school board operations—and of two earlier, but related, cases—should be of value. Essentially, of course, the precise wording of the applicable state statutes (and municipal codes) becomes of primary importance in cases of this kind. However the court findings in these four cases should have general usefulness for all board members.

Compliance With Municipal Fire Ordinance

In the first case¹ the Community Fire Protection District asserted that the proposed construction of additions to one of the Pattonville schools could not proceed unless the school district secured a building permit and constructed the additions in compliance with the (fire district) ordinance requiring the installation of firewalls and sprinkler systems. The fire district, a municipal corporation, was organized under existing Missouri law to afford fire protection to some fifteen municipal areas including a portion of the Pattonville school district.

The school district, in denying the assertion of the fire district, insisted that it (the school district) had been assigned the statutory right to carry out construction in accordance with standards acceptable to it (the school district). In this connection the local school authorities pointed out that the proposed construction plans had been previously approved by the State Department of Education.

A lower court judgment in favor of the school district was here being appealed.

In its opinion the present court first noted that the issues here involved might be stated thus: (1) To whom had the Legislature granted the authority to determine the minimum standards for fire prevention and protection in the construction of school buildings? (2) May the right of a school district to erect a school building be in any way limited by a fire district (or other municipal-type) ordinance?

In its consideration of the first of

¹*Community Fire Protection Dist. of St. Louis County v. Bd. of Educ. of Pattonville Consol. School Dist. R-3*. In *Missouri Court of Appeals* (1958). Cited as 315 S.W.2d 873 in the *West National Reporter System*.

these issues the court held that the legislature, by granting *specific* power to the fire district "to ordain fire prevention measures," had "denied any contrary power to the school district."

With regard to the second issue the opinion said: "It is clear to us that the legislature has subjugated the school district's *general* power to construct buildings to the fire district's *specific* power to regulate the construction of buildings in the furtherance of fire protection. This is so because of the comparative status of the parties, the fire district being . . . endowed with police powers in the field of fire prevention, and the school district being . . . without police powers [and] with only the limited power of public education."

Therewith, the court ruled that the school district must comply with the fire district regulations.

Municipal Inspection of School Building Boilers

In an earlier case,² also decided in Missouri, the issue involved the right of the city to exact fees from the school district for inspecting boilers located in district schools.

In its opinion the court first pointed out that there existed no question as to the right of the city to carry out the inspections or to invoke appropriate remedies where an inspection showed lack of compliance with the municipal code.

Then the opinion went on to emphasize that the city, having been charged by the legislature with maintaining the safety, health, and general welfare of its population, thereby possessed diversified police powers. In contrast, the school district—existing only for a single purpose: "to educate the children of the district"—had no such police power.

"Since . . . [the] school district has not been expressly and specifically given [the] full duty to attend to these responsibilities"—viz. maintain the safety, health, and general welfare—"we think the legislature is content in the thought [that] the [boiler inspection] measures to be taken are within the police power vested in [the] city."

"It would also seem reasonable to say that [the] school district enjoys a fine advantage . . . by having the technical and experienced supervision of [the] city's inspectors by which the lives and health of students, teachers, and other employees of the schools and the school district's property may be better protected, and with no more disadvantage than the payment of a reasonable inspection fee."

In holding that the school district

²*Kansas City v. School Dist. of Kansas City*. In *Missouri Supreme Court* (1947). Cited as 201 S.W.2d 930 in the *West National Reporter System*.

(Concluded on page 61)

The Clarinda Centralized Lunch Program

550 students per day are served from a central kitchen

converted from the basement of an athletic field annex

WILLIAM A. ANDERSON

Superintendent, Clarinda, Iowa, Schools

Clarinda, county seat of Pape County in southwestern Iowa, has a population of 6800 and has a total school enrollment of 1371. Until the 1957-58 school year, Clarinda did not have a lunch program since pupils were housed in five different buildings and the existing facilities did not allow for either a large dining room or for kitchen facilities separate from the vocational homemaking program.

Because there was a strong desire and need for hot lunches, various methods were considered which might be applicable to our situation without any exorbitant costs or the requirement of an additional bond levy, which was not possible at the time. The only space that could be considered for a kitchen was the basement of an annex building at the athletic field. The basement had served as the boiler room for an adjacent junior high building which had been condemned several years before. The boilers had been removed from this room and put into use in other buildings.

This area had a 10 by 30-foot coal room which could be used as a store-room, a 10 by 10-foot ash room which could be used as a toilet and restroom, and a 30 by 40-foot open room which would be ample for a kitchen. It was natural to convert this area into the central kitchen. In order to do that, all of the piping from the old boilers had to

be removed as well as the false ceilings. The open wall from which the boilers were removed had to be refilled and floored and a loading dock area was planned which involved removing over 600 cubic yards of earth.

Centralized Service

Since we felt there was a great advantage in eating in each school building—which would not necessitate eating in shifts, or moving between buildings, or having the children in unfamiliar surroundings—we consider the idea of transporting the food from the central kitchen to each attendance center. The high school library, the McKinley elementary multi-purpose room, and regular classrooms in the Garfield elementary and junior high, and Lincoln elementary buildings were used for dining areas. By purchasing used 14 by 18-inch aluminum trays, the lunch in paper containers is easy for the children to carry. Our worry about food particles being left after the lunch was not justified, since we had no trouble at all in the year and a half of operation. The child, after lunch, takes his tray back to the serving area, puts his silverware in a separate container and everything else on the tray is dropped in large cans which are removed by a garbage firm immediately after the lunch period is over.

A serving area, set up in the hall

of each of the buildings, consists of (1) a counter unit against the wall for the storage of trays, paper, straws, etc., (2) a counter high milk cooler which is furnished by the firm supplying our milk, and (3) two or three folding tables which are stored out of the way between meals.

When the meal is delivered, two tables are set up in front of the counter unit and one table to the side for receiving the trays as they come back. Heavy duty electrical connections were run to the top of each of these counter areas so that our roasters can be plugged into the receptacles after they arrive for the warm foods. The children pick up their trays and the straws while the milk, silverware, and other food is served into containers on their trays as they pass along the line.

Staff Setup

Our average attendance is approximately 550 per day and we have this served by a cook and woman custodian in the McKinley School; a cook, part-time assistant, and woman custodian at the Lincoln School; and a cook and student labor at each of the Garfield and Senior High School buildings. We have four regular cooks, with a fifth cook who works on a part-time basis but usually averages a day or a day and a half per week. The cooks' work day is from seven o'clock to three o'clock

and they have a division of duties in baking, cooking, etc., and each of the four acts as head server and in charge of the meal at each of the four serving areas. Orders are taken in each building at the beginning of school at 8:45 a.m. and are telephoned to the central kitchen before 9:00 o'clock each morning.

Food for the first two buildings mentioned above is loaded at 11 o'clock in two carry-all trucks which take the person in charge of that building at the same time. Both trucks return after unloading and do the same for the junior high and senior high buildings. The food is transported in covered containers and the hot foods are carried in electric roasters which are also sometimes used in the preparation of food. If any food has cooled it is possible to quickly reheat it while the line is forming, but this has rarely been necessary. High school and junior college boys are paid for transporting the food with two custodians working at the end of the lunch period so that the work does not interfere with any class time.

All new equipment was purchased for the program which consisted of stainless steel gas commercial range, bake oven, central exhaust hood, three compartment sink, automatic potato peeler, 20 quart mixer and attachments, slicer and vegetable sink. Adjustable shelving was built on both walls of the 30 foot long storeroom with adjustable louvered windows to the outside and louvered door leading to the kitchen which, with the large squirrel cage type exhaust fan, provides good circulation to the storeroom. All plumbing, wiring and drains were new with a total cost of remodeling and utilities being approximately \$5,000 and the new equipment \$5,200.

The Costs Involved

During the first 16 months of operation there have been a total of 127,938 meals served with the cost of the program distributed as follows:

Salaries	\$ 9,540.50
Food	33,057.36
Equipment (In addition to initial outlay.)	422.51
Paper	2,062.75
Other expense	2,015.49

In examining the wages, approximately 13.4 per cent of the wage cost is for transportation of the food to and from buildings. The total paper cost which includes paper plates, paper bowls, paper side dishes, fruit cups, napkins, and straws, has been approximately 01.6¢ per meal.

We are extremely happy with the program and would not consider a joint dining room arrangement in one center even if it were possible, because of the great advantages in our present arrangement. ■



Developed on a \$10,000 budget, the Clarinda's type "A" lunch program uses this kitchen, converted from an abandoned boiler room, to serve 550 students per day at six schools.

— Paper Cup and Container Institute



Four of the six schools served have no space for lunchrooms and serving areas like the above are set up. Only special equipment is the milk cooler at the left of the trays.



Food from the central kitchen is transported by school bus to serving areas in covered pan or in electric roaster when reheating is needed.

Should American Schools Buy Russian Teaching Aids?

Before purchasing these products, school boards should weigh the effects on our own economy—

ELAINE EXTON

Should American schools purchase teaching tools produced in Soviet Russia or other Communist-dominated countries? No longer a theoretical question, this thorny issue will come before many school boards for decision in this academic year.

Importing Arrangements

The Ealing Corporation of Cambridge, Mass., has arranged through the Amtorg Trading Corporation in New York, which handles Russian commercial interests in the United States, and through Raznoexport, the agency in the U.S.S.R. charged with the sale of surplus Soviet educational science equipment for export, to bring to our country during the next 12 months Russian-made science teaching instruments which in terms of American prices would be roughly valued at \$10 million.

Their transaction covers 26 different pieces of equipment selected from a listing of 94 items that Russia is prepared to export. These goods will be offered to our nation's schools at prices ranging roughly from one-fifth to one-half the price of comparable American-made products.

Paul Grindle, the president of the Ealing Corporation, informed a Senate Appropriations Subcommittee in May that his company has "opened a letter of credit with the State Bank of the U.S.S.R. in Moscow and (we) are now waiting for our first volume shipment that should arrive within the next few weeks."

Explaining their decision to import and "vigorously sell" the Russian science teaching equipment, he frankly stated: "Our basic reason was simple; it was to make a profit. . . . I am thrilled to have found a new source of goods with which I can rock my competitors back onto their heels. This

is the ultimate object of trading alone as I understand it."

Comparative Prices

Comparing the Ealing Corporation's list prices for Soviet-produced instruments with those prevailing for comparable U. S. articles, one finds, for example, such differences as a Russian-made classroom projector selling for \$75 in contrast to an American model priced at \$300, a Russian spectrometer selling for \$53 compared with a made-in-the-U.S.A. instrument costing more than \$150, a Russian-manufactured hand rotator with a price-tag of \$15 in competition with high-quality American apparatus to demonstrate centrifugal force selling for \$47.50.

Low as the prices quoted by the Ealing Corporation are, they nonetheless represent a substantial profit for the importer since in addition to covering the cost of ocean transportation, insurance, and duty, they include a mark-up generally over 300 per cent. By way of illustration the hand rotator which the Ealing Corporation is selling in this country for \$15, they bought for only \$3 from the Russians.

Weighing the Outcomes

Although at the time of Mr. Grindle's Senate testimony samples of the Russian importations had been exhibited publicly in this country only once, at a meeting of the American Association of Physics Teachers in New York at the end of January, and the Ealing Corporation had made only a limited distribution of a leaflet listing bare specifications and prices of the Russian goods, Mr. Grindle reported that "the response of the science teachers to the availability of this equipment has been overwhelming. Over 1200 of them have

written to us from every state in the Union. . . . Fifty-three American public and parochial high schools and colleges have already placed firm purchase orders with us to buy this Russian equipment."

With many of our schools being pressed to stretch their dollars, it is perhaps not surprising that at first glance the low prices quoted for this Soviet equipment has attracted a flood of inquiries.

Moneywise the tempting savings may prove to be an illusion. Foreign-made goods may turn out to be costly to repair and parts may take a long time to replace. American-made equipment on the other hand can be readily kept in use. Not only do our domestically produced articles of this kind carry a guaranty against original defects, but U. S. companies operate a nationwide network of branch offices and sales representatives which maintain registered servicemen or centers to repair their equipment on short notice.

Before any commitments to purchase Russian goods are made, school board members and administrators will want to carefully weigh against the appeal of buying at their cut-rate prices the propaganda and psychological gains that can accrue to Russia from extensive placement of her science equipment in American schools.

In determining whether to put in American classrooms surplus Russian teaching tools, originally fashioned for Communist schools and of their standardized designs, it is essential that school board members keep clearly in mind that in Communist countries the science teaching equipment industry is controlled by a government engaged in an international conspiracy committed to the destruction of private property and private enterprise.

The funds that would flow to Russia through price-cutting aimed at weakening American business firms will bring her coveted dollars with which to buy badly needed technology from the West to step up her economic and political offensive against the United States and other free countries.

Urging school officials to recognize this Soviet gesture for what it is — *a tactic in the economic and political warfare being waged by Russia*, John Miles, Manager of the Education Department of the U. S. Chamber of Commerce, points out that American educators, with their major responsibility for passing on to our nation's youth the philosophical basis of and respect for America's fundamental democratic institutions of private property, dignity of the individual, and economic justice have a moral obligation *not* to use American tax dollars to subsidize a socio-economic system designed to destroy these institutions.

The Russian Offensive

Responsible U. S. officials have also identified the Soviet effort to flood the market of our American manufacturers of educational science equipment with cheaply-priced articles mass-produced behind the Iron Curtain as a maneuver in the Communist cold-war strategy for world conquest comparable to Soviet attempts to disrupt free world markets in such commodities as aluminum and tin through "dumping" these goods at prices well below their cost of production.

In an appearance before the Senate Foreign Relations Committee shortly before his death, Secretary of State John Foster Dulles described the economic impact of such dumping tactics as "a very serious threat, because you can see a possibility that private concerns, one by one, can be put out of business."

He termed it comparable "to the situation when you had a very big combine combating the small grocery store and drug-store, and where, through the so-called 'loss-leader' operation, they would sell one thing at way below cost to attract customers, and put the other little concern out of business, and when they put it out of business, then the price goes back again."

We can and we must draw the distinction between legitimate foreign trade and commerce planned as a weapon in economic warfare, warns Senator Kenneth B. Keating (R., New York), declaring that "the Soviet economic challenge cannot be measured, nor should we try to meet it, in the same terms as the business competition of our friends around the world."

Congressman Harold C. Ostertag (R., N. Y.) reports that "profit and loss considerations are of no concern to the Soviets on products which they select as weapons in their economic warfare (since) the political, propaganda, and economic advantages justify any cost in the Soviet system." Under such circumstances, he stresses, "economically there is no question of free competition between Soviet and American products — of who can produce better and cheaper."

Underlining the complexities of coping with Communist trade tactics, Under Secretary of State Douglas Dillon explains:

"No frame of reference exists by which internal prices and costs (in the Soviet Union) can be measured against those in the outside world. . . . All aspects of the Soviet economy are under the total control of the Government and the Communist Party, and are directed in accordance with a centrally determined plan. . . . Foreign trade is used as an instrument which is manipulated to serve the purposes of the internal economic plan and the requirements of foreign political strategy."

Effect on Our Industry

What effect will it have on American science teaching equipment manufacturers if our domestic educational market on which they depend for continued operation and economic well-being is allowed to be pre-empted by Russian-made instruments deliberately priced to undermine American private enterprise?

It could drive from the American scene many of the established business concerns which have been serving this vital educational need for well over 50 years and retard and in time perhaps even destroy the balanced development of our nation's resources for scientific and technological education.

This is the considered appraisal of Eugene L. Stewart, Special Counsel for the Scientific Apparatus Makers Association's Laboratory Apparatus and Optical Sections, whose membership of 147 firms includes 140 (small business) companies which would be adversely affected by the dumping of these Russian imports on the U. S. market.

A sizable displacement of U. S. produced science apparatus by Russian goods could not only lead to our dependence on the Soviet Government for science teaching equipment in the future, but encourage their further invasion of our educational market with Communist teaching tools, including textbooks.

By injuring our domestic industry economically and stunting its development and manufacturing capabilities when growth is necessary, in some cases forcing the laying-off of highly specialized technicians, the Soviets would also cripple the industry's potential for contributing to our national security. A number of the firms that manufacture educational science equipment would be needed in any future emergency to supply a variety of scientific instruments for military and essential civilian use, including such vital instruments of modern defense as guidance and control mechanisms in missiles, rockets, and atomic weapons.

Science Equipment Market

How big is the educational market for the types of equipment which are now a target of Russia's cold war aims? Its dollar volume was roughly \$50 million in the calendar year 1958 (including public and private secondary schools and colleges) according to an estimate of the Scientific Apparatus Makers Association derived from figures of its member firms.

Substantiation comes from the Research Division of the National Education Association which on the basis of a sampling survey estimates that all of our country's public secondary schools spent a minimum

of \$30 million for science equipment, apparatus, and supplies in the fiscal school year preceding the spring of 1958. It is anticipated that the new funds and stimulus furnished by the National Defense Education Act will considerably augment this sum.

To activate Title III of this law, Congress has already appropriated \$116 million for school and junior college acquisition of equipment suitable for use in providing education in science, math, or modern foreign languages and for minor remodeling related to the installation and more effective utilization of the equipment (Starter Appropriation for 1959, \$19 million; Supplemental for 1959, \$37 million; Fiscal 1960 Appropriation, \$60 million).

The bulk of this money will be funneled to the nation's elementary and secondary schools through the state educational agencies in grants to be matched by the states and/or localities on a dollar-for-dollar basis. Twelve per cent of the total is reserved by law for loans to non-profit, private schools to facilitate their purchase of the same kinds of equipment that are permitted to public schools under Title III of the Defense Education Act.

Under certain other titles of this law it is also possible to obtain financial help in buying equipment for conducting research in the mass communications media and for improving statistical procedures through the purchase of data processing machines for State Departments of Education.

In this period when our educational resources in the sciences have been recognized as vital to national security it is in the best interests of our nation that close relationships prevail between our educators and our domestic manufacturers of science teaching aids so that they can continue to develop the new types of equipment that our American schools will need as curricula are revised, new courses are added, and facilities are expanded under the stimulus of the Defense Education Program.

Comments Eugene L. Stewart, Special Counsel for the Laboratory Apparatus and Optical Sections of the Scientific Apparatus Makers Association:

The increased funds that will be made available by the National Defense Education Act will furnish . . . the economic incentive required to enable the many domestic plants producing science apparatus to grow and innovate in step with the expansion of America's educational resources in the sciences.

Without this coordinate effect, the nation's resources for developing scientists and technologists to teach, perform research, and man technological posts in industry will be hampered by the absence of effective support, both for the long and the short term, in the form of increased quantities and improved quality of science teaching apparatus closely geared in time and concept to the developing needs of American schools.

Communist Propaganda Aims

Unless rebuffed, the Russian effort to exploit Title III of our National Defense Education Act for her own gain will not only harm an important American industry but furnish the Soviets with highly-prized propaganda fodder.

"It would be an ingenious stroke of propaganda if the Russians could arrange

(Concluded on page 58)

the AMERICAN SCHOOL BOARD JOURNAL

An Independent Periodical of School Administration
William C. Bruce, Editor

EDUCATIONAL PROGRESS 1958-1959

JUST a year ago we summarized a report on education in which the U. S. Office of Education frankly expressed satisfaction at the present status of the American schools and in their progress. A similar statement has been released by the Office for the benefit of the 22nd International Conference on Public Education held early in July, 1959, and sponsored jointly by the United Nations and the International Bureau of Education.

The report makes clear that by their actions the people of the United States continue to reflect their conviction that progress in public education is dependent upon the maintenance of local control of the schools in accordance with state law. Increasing state-wide and nation-wide interest and support in improving the schools are predicated upon this fundamental premise. During the year there has been repeated evidence that citizens and parents are taking an increasing interest in their schools and are making concerted efforts to improve them.

Since 1867 the U. S. Office of Education has been the national center of official information on the status of the schools, and while the Office has assumed administrative duties in connection with the National Defense Education Act of 1958 and for some years has administered the Smith-Hughes aid for vocational education, the Office is essentially a center for directing research studies and for gathering information and distributing it.

The report makes clear that the several states bear the full legal responsibility for the education of their citizens, and this responsibility is exercised through some 40,000 local boards of education representing as many school districts. Since 1948 the number of school districts has been reduced by one-half, and it is now a fifth less than in 1955. The change in school district organization has been in the direction of greater efficiency and increased services possible through larger schools at elementary and secondary levels and through broader financial support. While the old pattern of 8-4 organization is continuing in some schools the pattern of 6-6 and 6-3-3 is most frequently followed in the larger communities. Smaller districts are adopting the 6-3-3 plan.

The trend toward consolidation of small elementary schools in the open country is continuing. In 1958 there were 26,000 one-teacher schools, a reduction of merely two thirds of the number since 1948. The consolidation of high schools has been progressing at a slower rate, but more and more schools are located in the villages and small towns rather than in the open country and children who live at a distance are transported by buses.

As the report makes clear, the financial support of public schools in the United States is derived chiefly from local property taxes supplemented by state funds and, in the case of federally impacted areas, by federal funds. For the 1958-59 school year about 56 per cent of all revenues came from local sources, 40 per cent from state funds, and 4 per cent from federal funds. The total estimated expenditures for public and private schools, elementary and secondary, was approximately \$22 billion of which \$14.4 billion was for current operations and capital outlay. This represents an expenditure of \$456 per pupil in average daily attendance and is 3.3 per cent of the total gross market value of all goods

and services produced during the year in the country.

The report notes that the budgets of all universities in the country was \$3.7 billion and the cost of auxiliary services supplied was \$700 million and of student aid \$120 million.

The Office reports that some progress was made in reducing the backlog of classroom needs. During the year 1948 over 68,000 classrooms were completed, but 17,000 classrooms were abandoned during the previous year, and the remaining backlog of needed rooms is still estimated to be 140,500.

Desegregation furnished the most serious difficulty of the school year 1958. Progress was slower than in any previous year since 1955 when the Supreme Court ordered racial integration. In October, 1958, a total of 402,403 Negro children were enrolled in integrated schools in 790 districts in 17 southern states.

Enrollment continues to grow by leaps and bounds. More than 40 million persons were enrolled in elementary and secondary schools in 1958-59, an increase of 4 per cent over the previous year and 42 per cent since 1950. By 1965 the enrollment is expected to rise another 16 per cent. Including higher education and all other schools not a part of the elementary and secondary school system, the grand total of students enrolled in the year 1958-59 was estimated at 44,945,000.

In 1958-59 the United States enjoyed the benefits of 1957 institutions of higher education, of which 1280 were privately controlled and 677 were public institutions. The total enrollment was 3,258,556, or 6.2 per cent above the previous year. Of these institutions 557 were local junior colleges offering two year courses. There were also numerous technical institutes operating independently or in connection with colleges. These institutes enrolled over 75,000 students in 249 institutions. Approximately 440,000 earned academic and professional degrees were conferred in 1958. Of these 83 per cent were bachelors' or equivalent professional degrees, and 17 per cent were masters' or doctors' degrees.

The total teaching staff has grown to approximately 1,467,000 teachers in public and private elementary and secondary schools. This represents an increase of 55,000, or 4 per cent above the previous year. The Office declares that an additional 132,000 fully qualified teachers are needed. About 87 per cent of the teachers are employed in elementary schools, 51 per cent in secondary schools, and 23 per cent in colleges. The latest available figures indicate that 87 per cent of the public elementary schools teachers, 51 per cent of the high schools teachers, and 23 per cent of the faculties in higher institutions are women.

Gains in teachers salaries of nearly 5 per cent were reported over 1957-58. The average annual salaries of classroom teachers in 1958-59 was estimated at \$4,775, or \$160 less than the average for the total instructional staff.

Educational research is growing rapidly throughout the United States and the co-operative programs under the Office have been responsible for initiating 200 different research projects. The universities are the principal contributors to the field of general educational research.

The national school lunch program which has continued to grow with federal aid, in 1958-59 served an estimated 22 million children. In addition to surplus foods, \$110 million in cash funds, as well as \$75 million for the special milk program were available.

The report records splendid improvement in the curricula and teaching programs at the elementary and secondary school levels. Particularly the latter schools are stiffening their requirements and are making numerous improvements in academic and vocational offerings. There is too, a number of remarkably important experiments in special courses for gifted children, in the teaching of modern languages, and in the extension of science teaching. If space permitted it would be interesting to write here of the new achievements in such educational services as health, libraries, audio-visual aids, etc.

The report concludes on the happy note: "On the whole 1958-59 was a good year in education."

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WORD FROM WASHINGTON

(Concluded from page 55)

to have American school children receive their scientific training with Soviet equipment," observes Congressman Harold C. Ostertag (R., N. Y.) pointing out that "not only would there be a tremendous impression made upon our youngsters, but the Communists could blare to the world that their system had brought such great scientific progress that even the school children in democracy's greatest nation were being trained with Communist equipment."

Holding that acceptance of Communist teaching aids would serve the propaganda purposes of Russia, Senator Styles Bridges (R., N. H.) cites as a danger that "if the elementary schools and secondary schools of our country use in their science laboratories, Soviet-made equipment, which is so identified by the pupils, it would not be surprising if the students gathered the idea that we in this country are unable to make the equipment or that the Soviets make it better."

Some experienced observers go even farther in their analysis of the detrimental psychological consequences that would stem from our schools opening the door for the propaganda tools of the Russians to be used on young American minds.

In his study of "Psycho-Political Implications of the Possible Importation of Soviet-Produced Science Teaching Equipment for Use in Our Secondary Schools," Duane Thorin, who experienced Communist practices as a war prisoner in Korea and has since been employed by U. S. Government agencies to evaluate the impact of Soviet propaganda methods, warns:

[The use of Russian-made science equipment in American schools would have] an inestimable but unquestionably real effect of undermining the confidence of students and others in the superiority of our economic system from the standpoints of production costs and possibly as regards quality (in as much as) the economic facts which would completely disprove these notions probably could not, and most certainly would not be made clear to every student who would come in contact with the equipment.

In contrast to subversive stirring to unpatriotic zeal, he defines psychological warfare as now practiced by the Russians as "a subtle and progressive process, the first steps of which can be described as 'lulling to patriotic apathy and indifference.'" From this standpoint, he reports, "any influence which tends to undermine confidence or belief in our own economic or governmental system — to any extent, however small — (is) a gain for the Communists in this progressive process." To those who question whether American youth would be adversely impressed by the use of Soviet equipment in their classrooms, Mr. Thorin replies "if the minds were not impressionable, they would also be not educable."

Congressional Action

Concerned by the possibility that the National Defense Education Act initiated to strengthen our country's educational resources to meet the Soviet challenge in

science might through cleverly designed propaganda techniques be reversed so as to increase Russia's capacity to wage the cold war against us, Senator Styles Bridges (R., N. H.) and the Ranking Republican member of the Senate Appropriations Committee proposed an amendment to the Labor-Health, Education and Welfare Appropriations Bill for the Fiscal Year 1960 which would bar using federal funds to purchase Communist teaching aids.

This was adopted in the Senate Appropriations Committee and was approved by the Senate when the appropriations measure was passed on June 24. Since this provision did not appear in the House bill, it was sent to Conference where it won acceptance — action which was subsequently upheld by both Houses of Congress.

As passed by Congress, the Bridges Amendment, which appears in the section furnishing funds for the National Defense Education Act, is worded as follows: "Provided further, That no part of this appropriation (for grants, loans, and payments under the National Defense Education Act of 1958) shall be available for the purchase of science, mathematics, and modern language teaching equipment, or equipment suitable for use for teaching in such fields of education, which can be identified as originating in or having been exported from a Communist country, unless such equipment is unavailable from any other source."

In commenting on the purpose of this stipulation Senator Bridges said that he wished to make it clear that he was in no way opposed to the legitimate international exchange of goods and services. "My amendment," he explained,

is not at all designed to stagnate the normal channels of international trade. On the other hand, I do not intend to see our traditional American policy of liberal trade agreements perverted for propaganda purposes or used in deliberate attempts to undermine our domestic economy. The whole matter of Communist propaganda and economic warfare should be the subject of broad study and long-range planning.

Guidelines for Schools

The fact that the Congress of the United States regarded the importation of Russian-made school equipment as of sufficient concern to formulate legislation of this kind is an indication of the seriousness with which they regard this issue.

In as much as it is now the official policy of our Government that federal funds should not be used to buy teaching aids made in Communist countries this offers guidelines for school purchasing. The responsibility is placed on local school authorities to decide whether they wish to work out policies at the local level which are in conformance with those established for the Federal Government. In evolving suitable practices it may be found necessary to secure legal advice as to the pertinent policies of their school districts and the state and federal regulations which may apply.

In those school districts where there is a strict requirement that purchases must be made from the lowest responsible bidder this should not present too much difficulty if standards of quality are written into the specifications in the invitations to bid

so that the Soviet instruments could not qualify because they are of inferior quality and workmanship.

A Growing Danger

It is apparent that under the Agreement between our Government and the Soviet Union on exchanges in the cultural, technical, and educational fields signed in Washington on January 27, 1958, an increasing number of Russian visitors, exhibits, published materials, motion pictures, and audio-visual aids is reaching our shores. Preparations are under way for negotiating an extension of this Agreement covering the years 1960 and 1961.

In carrying out this policy, for instance, arrangements have been made for Russia to purchase 10 feature films from American movie companies. In turn our motion picture industry is buying seven Russian films for commercial distribution in the United States.

The transaction also provides for an exchange of documentaries. Premieres of the first films received under this Agreement will be held in Moscow and Washington, a Soviet film week will be instituted in the United States, and delegations of motion picture personalities will be exchanged, including scenario writers and technicians.

In another development our Government's Representative to the United Nations (Henry Cabot Lodge) recently signed for the United States a UNESCO Agreement on the Importation of Educational, Scientific, and Cultural Materials, commonly known as The Florence Agreement. In order to become effective this requires both "the advice and consent of the Senate" to ratification and implementing legislation.

Aimed at encouraging the importing of books and scientific and cultural items, including audio-visual aids, The Florence Agreement, as described in a UNESCO publication, "reduces tariff and trade obstacles to the international circulation of these materials, permitting organizations and individuals to obtain them from abroad with less difficulty and at less cost."

As American young people are increasingly exposed to Soviet propaganda through such sources, it is of undeniable importance that they be given information that will help them to distinguish the true from the false and to differentiate between the advantages of our American way of life with its emphasis on human dignity and freedom as compared with a system where individual freedom does not exist.

In this connection school board members may find it advisable to re-examine the school curriculum as well as the teaching materials in use to implement it so as to make certain that ample opportunities are provided and suitable materials are available to deepen understanding of and loyalty to American democratic ideals and institutions.

A resolution of the American Legion which supports making this subject a regular course of instruction in each high school suggests that the content "First, clearly delineate the principles and policies which constitute the American system and why they are sound; and second, teach the elements that comprise the Communist system and why it is evil."



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SCHOOL LAW

(Concluded from page 51)

would be required to pay the fee, the opinion concluded: "Such [regulatory] fees are . . . not taxes" — as the school district had contended — "but [are] an expense incidental to the district's educational purpose." As such, their payment would constitute a legitimate disbursement of school funds.

Inspection of School Cafeteria

Another Missouri case,³ decided in 1949, involved the power of the city of St. Louis to inspect and regulate school restaurants operated by the St. Louis board of education.

The facts here showed that a city ordinance provided for the inspection and regulation of all restaurants as to food, utensils, waste disposal and health and cleanliness of food handlers. On the other hand, state statutes empowered the school board to operate school building restaurants, and made the local commissioner of school buildings a school employee, responsible for the care and sanitary condition of such school restaurants.

In ruling in favor of the city, the court did not make the specific distinction between the city's possession of "police power" — and the school board's lack thereof. Instead the opinion emphasized that the basic reason for the court's ruling against the board was that the legislature had not "expressly and specifically" given to the school board the "full duty" to maintain safety, health, and general welfare as had been given to the city.

The fourth case,⁴ decided in December, 1958, is extremely significant because — unlike the rulings in the other cases previously discussed, where the courts had held that municipal codes would apply *contrary to the wishes* of the school boards involved — the ruling here *agreed with the school board* and required the application of the municipal code sought by the board.

Involved in this final case was the board contention that the applicable provisions of the Chicago municipal code concerning the construction and installation of liquid detergent dispensers became a part of a school board contract even though the code provisions had not been expressly made applicable by the terms of the board contract. The board had argued that such compliance was necessary in order to insure that there would be no danger of contaminating the school water supply.

Such action by the board, the Illinois

³Smith v. Bd. of Educ. of City of St. Louis et al. 111 Missouri Supreme Court (1949). Cited as 221 S.W.2d 203 in the West National Reporter System.

⁴Archibald v. Bd. of Educ. of City of Chicago. 111 Illinois Appellate Court (1958). Cited as 154 N.E.2d 867 in West N. R. System.

court ruled, was "not arbitrary or unreasonable," and the willingness of the board to accept a bid might properly be based on the willingness of the bidder to comply with the provisions of the applicable municipal code.

In Summary

In summary, it would appear that the following legal principles are applicable in instances where school board compliance with municipal codes is at issue:

1. The power of a school district being limited to the education of children, its authority with regard to the erection of a school building, the operation of

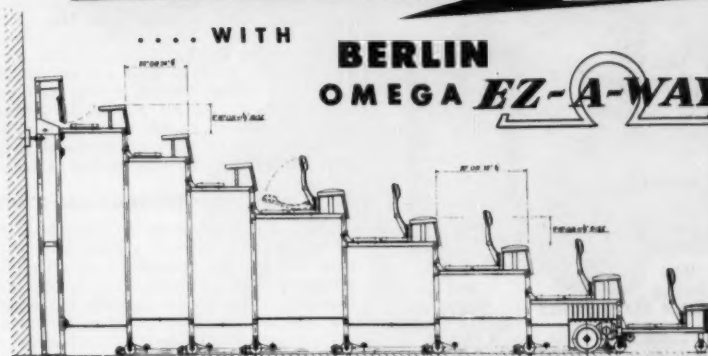
building heating facilities, or the operation of a school cafeteria, may be subjugated to the municipal police power to maintain the safety, health, and general welfare of the municipality's entire population.

2. The authority in such areas of joint municipality-school district concern as fire protection in the construction and operation of a school building, or the inspection and regulation of school cafeterias (with regard to food, utensils, waste disposal, health, and cleanliness of food handlers, etc.) will lie with the agency to which the legislature has granted the applicable *specific regulatory powers*.

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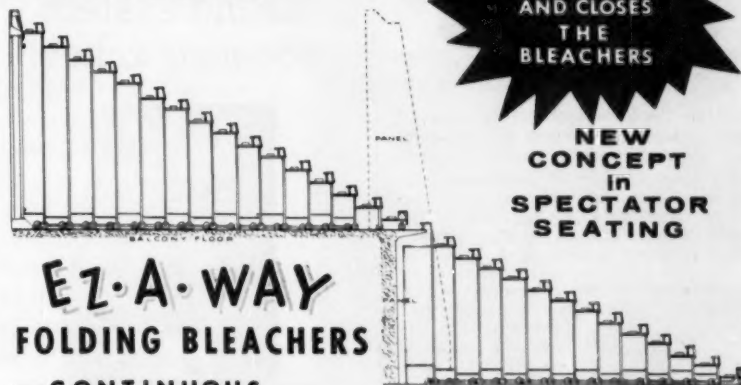


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THE
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settle, shrink or deteriorate—Nor does it permit dangerously insani-
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THE SCHOOL SCENE

(Concluded from page 8)

has laid off 84 employees in the building department. In addition, 50 job vacancies will not be filled. The building department budget has been reduced by \$545,408 as part of an overall school budget reduction of \$1,214,086. The action was taken because of the failure of the 13-cent tax increase proposal. The board also adopted a report calling for a \$35,000 campaign for voter approval of a new school tax rate next year.

SCHOOL LUNCHES USE MUCH MEAT

The public schools of the United States are offering an expanding market for meat and meat products. A study of the Agricultural Marketing Service of the U. S. Department of Agriculture has found that approximately 60,000 schools which have a lunch program used more than 185 million pounds of fresh and processed meat from July, 1957 to June, 1958. Some of the meat, which was principally beef, was given to the schools through the National School Lunch Program, but the major portion was bought locally. The wholesale value of the meat used was \$83 millions. About 109 million pounds of beef were used, along with 42 million pounds of luncheon meat, 27 million pounds of pork, 3 million pounds of variety meat, 329 thousand pounds of lamb, and 129 thousand pounds of veal.

HELP FOR ADMINISTRATION STUDY

The University Council for Educational Administration has received a grant of \$250,000 from the Kellogg Foundation to establish a permanent national headquarters at Ohio State University. The Council includes 33 universities who are joined in an effort to improve the pre-service and in-service education of

public school administrators. Dr. Jack Culbertson, formerly of the University of Oregon, has been elected Executive Director of the organization. The Foundation funds will be used to meet operating expenses during a period of five years.

FIRM REORGANIZES

Linn Smith Associates, Inc. is the new name of the reorganized architectural and engineering firm known as Smith, Tarapata, MacMahon, Inc.

The firm has been responsible for the design and construction of some 30 schools in the Detroit and Flint areas, including the new \$3,000,000 Birmingham Junior-Senior High School now under construction.

The offices of the firm will remain at 894 South Adams St., Birmingham, Mich.



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SCHOOL BOARD JOURNAL for SEPTEMBER, 1959

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now at a new low price

For church, club or group seating information, see your Yellow Pages (CHAIRS, folding), or write: Shwayder Bros., Inc., Dept. AM9, Detroit, Mich. ©1959



Samsonite

folding chairs last longest

NEW BOOKS

Handbook for Texas School Board Members

Prepared and issued by the Texas Committee of Ten. Paper, 69 pp. Bulletin 546, 1959. Published by the Texas Education Agency, Austin, Tex.

This third edition of the handbook has been issued as a ready reference for local school board members. It gives an over-all picture of the functions and responsibilities of the board and includes a list of questions and a table of board and superintendent jobs.

Educating the Gifted

By Joseph L. French. Cloth, 555 pp., \$5.50. Henry Holt & Co., New York 17, N. Y.

This book of readings introduces much of the present discussion of theory, method, and hoped-for outcomes of educating gifted children. Up to the present time the attention given to children and young people of extraordinary ability has centered in the social, political, and economic benefits which can be derived from making them leaders in their communities. The present book includes discussions of the returns to be obtained in educating them for their own special worth.

Closed-Circuit Television in Washington County, Md.

Prepared by the staff of the Washington County board of education. Paper, 50 pp. Board of education of Hagerstown, Md.

This report tells the story of the progress made during 30 months by the Washington County school system in the use of closed circuit television instruction. The statement

is a modest, factual account of the first county wide experiment in the United States, beginning with the background of the project, telling then the steps taken to involve school and community personnel in getting started, describing the means used for developing the program, and finally discussing the impressions that have grown out of the experiences of working with the medium in studio and classroom. During the year 1957-58 about two thirds of the student body in each grade received instruction by television, while one-third received instruction in regular classroom situations. It is revealed that those who had received instruction by television had grown more than those who received instruction in conventional classrooms. For the student body as a whole, the average growth equaled, and in some instances, exceeded the growth typified by a national norm. The report suggests that, while the outcomes have been rewarding, "a television set is a piece of equipment, not a teacher." Much must still be learned to make television fully effective.

ABC's of School Public Relations

Paper, 16 pp., 50 cents. American Association of School Administrators, Washington 6, D. C.

A checklist for school administrators.

Getting More Value for Your School Dollar

Paper, 8 pp. School Facilities Council, Mt. Vernon, N. Y.

This brief publication outlined recommended procedures for specifying and procuring educational materials including special furniture, athletic equipment, and fixed items of classroom and auditorium equipment.

Safety, Sanity, and the Schools

Price, 24 cents. National Education Association, Washington 6, D. C.

An appraisal of the adequacy of procedures now being used to insure school fire safety. It is emphasized that school officials have a responsibility for the welfare of every child which *must* be met.

Science in the Junior High School

Prepared by J. Ned Bryan. Paper, 22 pp. National Science Teachers Association, Washington 6, D. C.

Proceedings of the West Coast Summer Conference for Teachers of Junior High School Science, held at the Oregon State College in 1958.

Mathematics for the Academically Talented Student

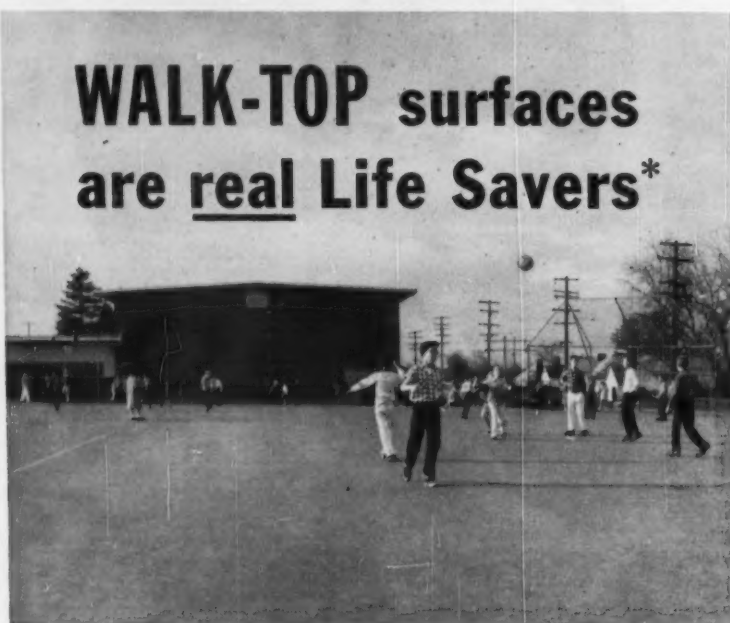
Prepared under the direction of Charles E. Bish, committee chairman. Paper, 48 pp., 60 cents. National Council of Teachers of Mathematics.

The study offers information on finding the academically talented student, making provisions for them, determining what to teach them, providing activities outside the classroom, and training teachers of the talented.

Action Patterns in School Desegregation

By Herbert Wey and John Corey. Paper, 276 pp., \$1.50. Bureau of Publications, Phi Delta Kappa, Inc., Bloomington, Ind.

This is a guidebook for local boards of education to determine (1) the readiness of communities to prepare for desegregation; (2) to make necessary decisions and plans for desegregation; (3) to carry out plans; and (4) to adjust the local educational program to the new situation which will be created by the integrated groups. The study has been prepared under the direction of the Phi Delta Kappa Commission on Educational Policy and Programs in Relation to Desegregation.



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Over any sound and stable pavement base, Walk-Top provides a smooth, long-wearing surface seal that extends the life of the base. And because it is non-abrasive, it reduces skins, "burns" and other injuries normally associated with play-yard falls and tumbles.



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Manufacturers of:

PUBLIC SEATING • OUTDOOR and JUVENILE FURNITURE • BRIDGE SETS

GIFTED CHILDREN

(Concluded from page 26)

cent of SCE pupils gave some responses typical of highest levels of thought, reflecting idealism and active imagination. The fifth-grade population used by the test author had a mean score of 70. Our SCE children had a mean score of 90, which is indicative of normalcy in adults. The range was 50 to 139.

The SCE group, as a whole, has a practical, serious approach to life. It is realistic, controlled, organized, and persistent. Differences were individual rather than group. We are in the process of studying each youngster's Kahn Test and writing individual re-

ports which will describe more completely the personality pictures including strengths, defenses and utilization of abilities of each child.

b) *House-Tree-Person Test.* Information obtained from the House-Tree-Person Test is being used also to make a careful assessment of the characteristics of each child. These data have provided valuable insight for conferences with teachers and parents and, in some instances, with counselors.

Conclusion

While it appears that there are no great advantages to any particular plan, academically speaking, as measured by the usual achievement tests, any effort to help

these pupils use their potential wisely undoubtedly pays real dividends. It is difficult to find an achievement test which is suitable to all levels of ability in a grade, which still has a ceiling high enough to measure differences in very superior children. The study has shown that bright children, in general, are interested in learning and achieve far above the average in any situation. The original stipulation that enrichment should be horizontal rather than vertical, limits the achievement of the segregated groups in particular, since they might easily go beyond the curriculum of a particular grade, where this is a primary objective. Even so, they have shown tremendous potential in achievement test results.

We have found that it is possible for bright children to spend approximately one day out of five exploring enrichment activities out of class without lowering this achievement in class. In other words, bright youngsters adapt to a situation in which only average output is expected, but welcome a chance to use their potential further when it is offered. It is easier to offer enrichment when a group is homogeneous than when wide ranges of ability are represented so that the teacher is obliged to spend time on fundamentals. In addition to achieving well, the children in the special classes have had many enriching opportunities. In some instances, merely the identification of the child as superior has been of value. They have learned to work together on projects, and to appreciate the talents of other members of the group. They have learned to speak a foreign language, to use a typewriter, to conduct and report research. Ambitious projects such as writing and producing an operetta and the planning and presentation of a puppet show are examples of the extra activities they have enjoyed.

We have learned that acceleration works very well, that the underage achieve as well as other bright at-age pupils in the class to which they have been advanced, and that they are significantly higher than other groups in educational quotient, indicating that they are using potential to good advantage. They are rated as high on personality traits by teachers as other bright children, and are as well liked by classmates. Acceleration may well be a satisfactory solution for smaller school systems which do not have enough bright pupils to set up homogeneous groups.


Creativity in writing and in drama appears to have a fairly consistent relationship to intellectual ability, although there are individual exceptions.

The personality tests indicate wide individual differences, but show, as Terman's study of genius revealed, that these children have ability to think abstractly, to draw conclusions, and to reason far above their age level. This ability compares more closely to mental age than to chronological. In general, they use their mental ability efficiently.

A side dividend of the study has been a sparking of teacher interest in providing for the intellectually capable child at all grade levels. The study has also created an interest in the child of slightly lower potentialities and in the wide individual differences which exist in every classroom. ■

When feet go THUMP-THUMP-THUMP... the need is for

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THIS LONGER-LASTING FLOORING SAVES YOU OVER 25%

Here's a laminated hardwood flooring designed for just two things... smart physical appearance, plus extra years of service under rough, tough treatment.

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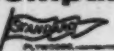


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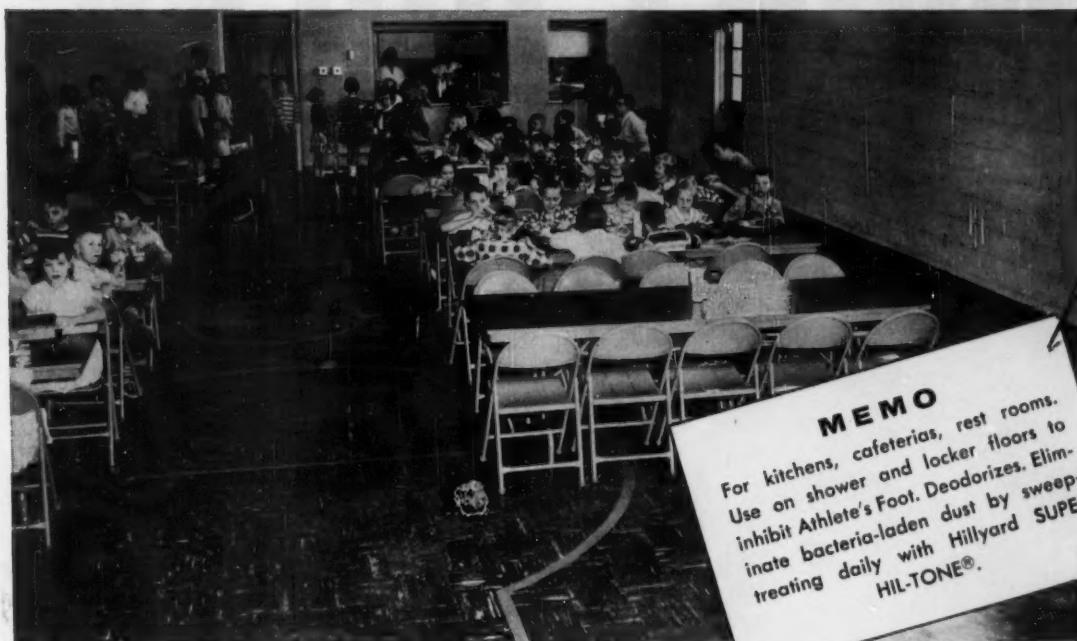
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CLEAN-O-LITE

☒ gets the dirt you can see

Safe fast cleaning action for any floor or surface. CLEAN-O-LITE removes 99.2% of surface dirt and soil for "complete soil removal" (according to laboratory and field tests). At the same time, in the same cleaning operation...

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Reduces bacteria to a safe level for public health. Has a residual effect—spilled aqueous liquids re-activate its bactericidal properties.

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This one-step detergent Cleaner-Sanitizer works fast and efficiently. Leaves no soap scum. Eliminates rinse. Trims hours and dollars from your cleaning operation. It's non-damaging to any flooring. Use this one product for cleaning all surfaces and get the extra benefit of sanitizing at no extra cost.



When you use ordinary cleaners, scrub pails and mops are dangerous bacteria breeding areas.



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Ask the Hillyard "Maintainer®" to demonstrate and recommend proper methods of application and dilution. He's a trained floor treatment expert. His services and suggestions can save you labor and material costs. He's "On Your Staff, Not Your Payroll".



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This dramatic demonstration proves that HeyWoodite has the highest impact resistance. Molded under extreme heat and pressure, HeyWoodite is a high density material with a smooth, permanent surface and uniform strength and color throughout.

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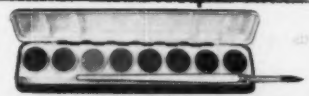
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We are proud to salute our employees—whose constant research and devotion to color craftsmanship have made our products top performers in schools the world over.

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THE AMERICAN CRAYON COMPANY
SANDUSKY, OHIO NEW YORK

SCHOOL BOARD JOURNAL for SEPTEMBER, 1959

PERSONAL NEWS

CALIFORNIA

Dr. Paul Francis Shafer, former associate superintendent in charge of Los Angeles elementary schools, died on June 7. He had resigned from his position a year ago for reasons of ill health. Robert J. Purdy has been appointed to fill the post.

Dr. Ralph Richardson has been appointed chairman of the Committee of the Whole of the Los Angeles board of education by Dr. Hugh C. Willett, newly elected president.

Mrs. Helen Putnam, president of the Petaluma board of education, has been elected president of the California School Boards Association.

DISTRICT OF COLUMBIA

Walter U. Tobriner has been elected for a third term as president of the District of Columbia board of education. Also re-elected was Mrs. Frank S. Phillips as vice-president.

INDIANA

Dr. Herman A. Shabler, superintendent of schools for Indianapolis since 1950, has resigned and has accepted the post of special consultant to the board of school commissioners. George F. Ostheimer, assistant superintendent in charge of personnel, has been chosen acting superintendent.

MARYLAND

L. Lee Bean, a "moderate" who has refused to align himself with the two-man conservative or liberal factions of the Arlington, Va., board of education, has been elected president of the board.

MICHIGAN

Louis C. Grace, a veteran member of the Detroit board of education, has been elected president, and Mrs. Gladys F. Canty has been named vice-president. Roy L. Stephens, 40, has been seated as a new member to succeed Dr. Warren B. Cooksey.

Robert L. Neff has been elected president of the North Muskegon board of education. Paul S. Christian has been made secretary.

The Kalamazoo school board has elected Robert C. Jarvis as its president for 1958-59. James W. Wilson, Jr., has been elected vice-president, and Business Manager C. C. Crawford has been made secretary.

MISSOURI

J. Onis Harrell was honored recently by the Springfield board of education in presentation of a "Service to Youth" award. Harrell, who has worked in many youth organizations in Springfield, recently retired from service on the board of education. While on the board, he served as its personnel advisory committee chairman.



NEW MEXICO

Supt. Charles R. Spain of Albuquerque has been re-elected for another three-year term.

Mark Chatfield has been elected administrative assistant to the superintendent at Deming.

OKLAHOMA

H. G. Barnett has been elected president of the school board at Tulsa.

OREGON

The Elmira Union High board has elected Earl Surcamp as chairman.



"I'm in
perfectly SAFE HANDS!"

. . . and so is every child and adult . . . with the revolutionary

Slide-n-cut

Safety Paper Cutter

First basic improvement in paper cutters in a century! Precision-cuts book and carbon paper, plastic sheets, light cardboards, even leather.

● IT'S 100% SAFE!

Cutting edge completely enclosed; no exposed blade.

● IT'S PRECISE!

Holding material while pulling down cutter head is unnecessary because paper is pressure-locked . . . can't slip or fan out.

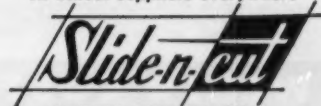
● IT'S VERSATILE!

At one stroke, easily cuts multiple sheets of bond paper, or 25 sheets of carbon paper (in folder)! Built-in Protractor permits angle-cutting; horizontal and vertical rule guides aid in exact cutting.

● IN 4 PRACTICAL SIZES

with cutting capacities of 12", 18", 24" or 30". Sturdy, functional, lightweight. Cut-out handle facilitates carrying or hanging. Blade changing or replacement is simple and safe.

At School Suppliers everywhere



SAFETY CUTTER CO.
MENLO PARK, CALIF.

Tested and Approved for Safety by Cook Research Laboratory, Menlo Park, California

NEWS of PRODUCTS for the Schools

REVOLUTIONARY GAS OVEN

Introduced at the National Restaurant Show in May was a new style gas oven—small in size, low in cost, and operating on new principle of "muffled" heating. The off-the-floor, stainless steel cabinet oven, not much larger than home equipment, holds four racks. In the completely sealed cabinet, bakery is subjected to a cyclonic blast of hot air currents (55 m.p.h.). The velocity heating principle



Low-Cost Gas Oven

provides uniform temperatures throughout the oven, increases the rate of heat absorption in foods so that they bake and roast faster, have a higher moisture content, and are uniformly browned. Because of its speedy baking, it is well suited to school lunch operations. It will bake 20 13-in. pies in 7 minutes; 80 dozen biscuits in an hour (at 7 min. per batch); 9 in. layer cakes in 16 minutes; an 18-lb. roast in three hours. The deluxe Wimco oven by Keating of Chicago, Inc., Chicago 7, Ill., has a stainless steel cabinet, 4 decks, 4 racks, a 30- and 60-minute timer, built-in roast probe, automatic clock. Send for price information.

(For Further Details Circle Index Code 0131)

BLEACHER DESKS

The Hussey Mfg. Co., Inc., North Berwick, Me., has added a tablet arm to be used with its line of closed deck, roll-out gym seats. Originally designed for West Point Military Academy, the space-saving seating arrangement can be used in school shops and labs where both lecture and demonstration-practice facilities are needed. The detachable tablet arm tilts for easy access to the seats; when closed, the arms store in the footspace of the seats. The bleacher units may be permanently attached to a wall or rolled into place on a



Arms Fold Into Footboards

hydraulic dolly. Sections come from three to 10 rows high, from 8 to 16 ft. long. A 16-ft. row seats 10 persons comfortably with ample knee room. The closed footboards leave no opening for personal possessions to drop to the floor or for accidents. According to the maker, the entire unit can be closed and stored away in less time than it takes to fold and stack 10 folding chairs. Send for catalog.

(For Further Details Circle Index Code 0152)

VERSATILE EXERCISE UNIT

The Phys-Exerciser equipment designed for children of elementary school age can be adapted to a wide range of supervised body-building exercises. Made by Fred Medart Products, Inc., St. Louis 8, Mo., the unit consists of two sturdy, welded and well-braced stands having 9½ by 36 in. padded tops,



For the Grade School

tubular steel legs adjustable in 4 in. increments from 18 to 30 in. high; a balance beam, parallel bars, and pommels. Stands are covered with willow green vinyl; legs and under-structures are finished with coral baked-on enamel. Parallel bars are 7 ft. long, regulation shaped of hickory. Balance beam is I-shaped of selected wood, 4¾ by 2 in. by 12 ft. long. The four-in-one exercise unit is easily convertible to various exercises, and parts need only limited storage space. An exercise book is included with the unit. Send for descriptive catalog sheet.

(For Further Details Circle Index Code 0153)

(Continued on page 72)



As manufacturers of chalkboard for over 60 years we have learned a lot about writing surface textures. As the leading manufacturer of chalk and erasers for an equal period this experience and knowledge has been greatly fortified. As a result, every chalkboard in the Weber Costello line is compatible with all quality chalks and erasers—they work together in harmony—the chalkboard brings out the best in the chalk—erasing is easier and more thorough! Therefore teachers find Weber Costello chalkboards most compatible. There's a Weber Costello chalkboard for every purpose. Send for the complete story in Catalog GA-59.

FOR NEW EASE AND SPEED IN
CHALKBOARD CLEANING!

Weber Costello Chalkmaster

The powerful specially designed CHALKMASTER cleaner helps put an end to chalk dust. Unique suction head removes all dust from erasers—also cleans chalkboard and chalk trough. Dust collected in disposable bag. Send for Form B-65.



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Manufacturers of: Chalkboard, Chalk, Erasers, Art Materials, Maps, Globes.

CORRESPONDING CODE INDEX NUMBERS TO
BE ENCIRCLED CAN BE FOUND ON THE CARDS
IN THE READER'S SERVICE SECTION

SCHOOL BOARD JOURNAL for SEPTEMBER, 1959

Now... Choose from 3 basic Wayne gymnasium seating systems to meet your budget

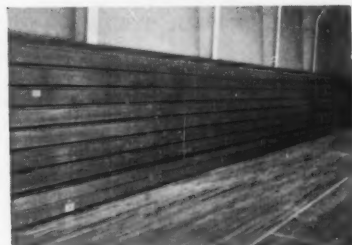
Match your seating to your dollars and save. Choose from a complete line by the world's largest manufacturer of *spectator seating*.

With economy as the watchword in today's new school construction, it will pay you handsomely to look into the *only* line of gymnasium seating that offers a choice of three budget ranges... an outstanding, efficient seating system for each! Every Wayne model is engi-

neered with the important attention to detail that assures longer life, smoother performance, lower maintenance costs... more seating efficiency for your money! Check these three Wayne values before you decide on *any* seating at *any* price! Write for catalog data today!



OPENED



CLOSED

WAYNE MODEL 70 ROLLING GYMSTAND

Continuous-seating, automatic power operated stands! Seat and foot boards in one unbroken sweep of magnificent mahogany or Douglas fir... *one gymstand* the length of your gym. This advanced Wayne design uses every inch of seating space, increases capacity up to 10%. Fully automatic; glides open or closed at the flip of a switch. This Wayne exclusive is installed in some of America's finest schools.



OPENED



CLOSED

WAYNE MODEL 50 ROLLING GYMSTAND

Big favorite in value-packed luxury seating, the model that made the Wayne name famous in spectator seating. Features include: Wayne vertical front design, smoother, easier operation, uniform load distribution, completely closed risers, fine woods, finished to a rich lustre, and other Wayne engineering advantages. Feature for feature, dollar for dollar, this is truly the champion in conventional gymnasium seating.



OPENED



CLOSED

WAYNE MODEL 30 FOLDING BLEACHER

Another Wayne exclusive! *Folding Bleacher*-type seating engineered from the wheels up for long trouble-free life, easy operation and maximum seating. Enameled steel, diagonally cross-braced rock-solid understructure, gleaming finished woods. Investigate the Model 30 now and let us show you its dollar-in-hand savings over any price quotation offered you on any *folding bleacher* anywhere.

WAYNE

WAYNE IRON WORKS, WAYNE, PA.

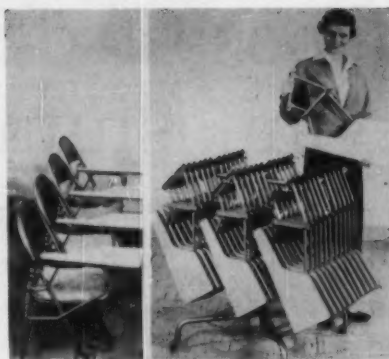
ROLLING GYMSTANDS • FOLDING BLEACHERS • FOLDING PARTITIONS • BASKETBALL BACKSTOPS • OUTDOOR PERMANENT GRANDSTANDS • PORTABLE BLEACHERS

News of Products...

(Continued from page 70)

DETACHABLE TABLET ARMS

A new detachable tablet arm for folding chairs converts any of the American Seating folding chairs, including spring seat upholstered models, into handy tablet arm chairs. Lightweight and durable, the arm unit attaches in seconds without the use of clamps, nuts and bolts, or any other fastening device. The Table-mate unit is merely slipped into position. It provides a 9½ by 19 in. writing surface of mar-proof Amerex in a non-glare, birch grain pattern. Arms can be lifted off and stored compactly on a special storage truck that holds 36 units. The rack, 22 by 42 by 35 in., is equipped with rubber-tired casters.



Truck Holds 36 Arms

now... you can have a planned "Business Training" Laboratory with *Cramer*



TYPING
SHORTHAND
BOOKKEEPING
MACHINE PRACTICE
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Cramer POSTURE CHAIR COMPANY, INC.

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The American Seating Co., Grand Rapids 2, Mich., recommends the unit for converting seating in multi-purpose and school music rooms for lectures and meetings.

(For Further Details Circle Index Code 0154)

LANGUAGE LAB CONTROLS

A Master Control Console by Califone Corp., Hollywood 38, Calif., includes tape recording and playback equipment and switches that permit the language teacher to listen to or privately converse with any student in the laboratory, to record individual student activities, or to supply any desired master pro-



Convenient Control Panels

gram. Solidly constructed with sloping panels and folding doors that can be locked, the units have removable back panels for equipment servicing. Each module may accommodate as many as three recorders or playbacks with necessary switches and amplifiers for up to 40 students. The low modern design permits the teacher to view the class while seated behind the console. The tamperproof cabinets can be finished to match the classroom decor. Send for more details.

(For Further Details Circle Index Code 0155)

TRAFFIC CONTROL SYSTEM



A new school traffic system, known as Type PA-30, has been designed for mid-block crossings by the Crouse Hinds Co., Syracuse 1, N. Y. During school hours, the signal operates automatically in response to push buttons. After school and on non-school days, the signal remains in a "Go" position for highway traffic. An exclusive electric controller provides simple timing


adjustments. Control knobs are easily turned to desired settings without changing gears or setting dial keys. Send for full information.

(For Further Details Circle Index Code 0156)

(Continued on page 74)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

SCHOOL BOARD JOURNAL for SEPTEMBER, 1959



The question before the board....

How do you feel about soft drinks in schools?

The subject may come before your Board. When it does, talk it over with your local bottler. He's a tax-paying local businessman, dealing in products which contribute to the local economy in the same way as other food products available on school premises.

He's entitled to a fair hearing. Happily, such a hearing has been forthcoming in most areas. Here are the facts:

1. DIETARY VALUE: Soft drinks are accepted in dietetic planning as an "accessory food." Like relishes, they accent the diet healthfully. Thus they add flavor and variety to menus that otherwise may seem routine.

Soft drinks provide 100 calories of food energy per 8 ounces in easily assimilable form—a helpful contribution during the school day to pupil alertness and interest.

2. WHOLESOMENESS: As you know, the body loses $2\frac{1}{2}$ quarts of fluid each day. Soft drinks help restore body fluid balance. Carbonation adds zest

and palatability. In addition, soft drinks aid digestion and stimulate appetite. Because they are liquid, soft drinks pass quickly through the mouth, with virtually no involvement in oral conditions related to dental problems. Recent dental research reaffirms this thinking.

3. SOCIAL VALUES: Availability of soft drinks within school limits encourages youngsters to stay on school property. Soft drinks can be an important aid in fostering desirable behavior patterns. Social activity is more readily supervised and promoted.

These are some of the reasons, we believe, why soft drinks have a desirable place in the food and refreshment facilities of our school system. If you would like more complete and thoroughly-documented literature on the food, health and social values of bottled soft drinks, we will be happy to send them to you.

AMERICAN BOTTLERS OF CARBONATED BEVERAGES

WASHINGTON 6, D. C. • NATIONAL ASSOCIATION OF THE BOTTLED SOFT DRINK INDUSTRY

A non-profit association of manufacturers of bottled soft drinks, with members in every state. Its purposes: to promote better understanding of the industry and its products, and to improve production and distribution methods through education and research.

News of Products...

(Continued from page 72)

TRASH PICKUP UNIT

This gas-powered Litter Bug, although primarily designed for drive-in operations, could be an effective machine for cleaning up trash and refuse in school stadiums, grounds and parking lots. It picks up all paper litter (trays, boxes, spoons, straws, cigarette stubs and matches) yet does not remove the gravel surfacing. It does in minutes a cleaning job that would take hours with broom or rake. Using



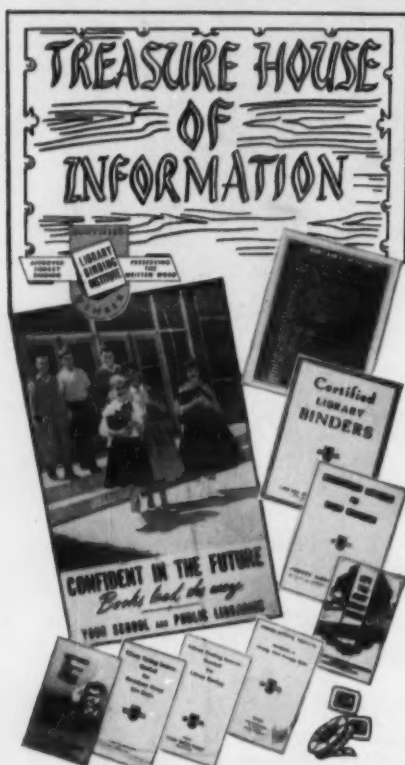
For Litter or Leaves

vacuum alone, it has no brushes, chains, belts or sprockets to maintain or replace. An aluminum propeller bales litter into an attached, dust-proof outer bag. Easily propelled, the machine operates on a $2\frac{1}{2}$ h.p. 4-cycle engine at a cruising rate of $\frac{3}{4}$ r.p.m. Although available in three sizes, the 24 in. "Jr." model, would probably be adequate for school needs. Send for descriptive flyer from Mid East Sales Co., Lockland, Ohio.

(For Further Details Circle Index Code 0157)

(Concluded on page 76)

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This L.B.I. Literature has been prepared for you, the Librarian, and all others associated with Libraries. It contains a wealth of helpful information to assist you in getting responsible binding advice and service from approved binders.

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It is useful —

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In the Mathematics Category in teaching Number Combinations tachistoscopically; Solid Geometry with Stereograms.

In the Modern Languages Category in teaching French and Spanish with Tachistoscopic Units.

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Since 1911 the finest equipment built,
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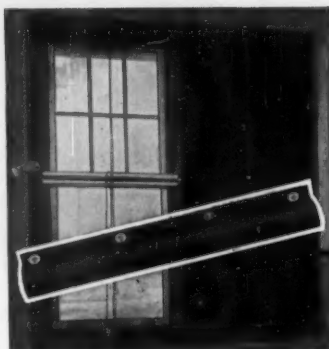
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SCHOOL BOARD JOURNAL for SEPTEMBER, 1959

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BOSTON KS
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IMPROVEMENTS—positive mechanical lock on 8-size pencil guide
CLEANLINESS—no fall-out, nickel-plated receptacle stays put
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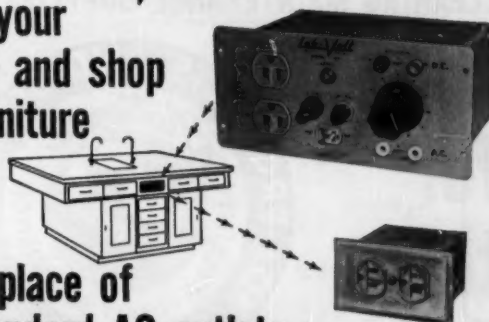
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News of Products...

(Concluded from page 74)

LOW-COST ETV CAMERA

A new closed-circuit television camera priced at \$545 has been announced by Sylvania Electric Products, Inc., a subsidiary of General Telephone & Electronics Corp., New York 17.



Needs No Special Lighting

The vidicon-type camera weighs only 15 pounds. It is equipped with a turret that will accommodate one, two, or three lenses as required. The camera does not require special lighting and will transmit an image to any selected channel from 2 through 6 to any standard television receiver. The company will also offer a matching 17-in. monitor. Camera construction is so simple than a layman could

operate it from printed instructions. The company believes that the low cost and simplicity of the system will stimulate greater use of this medium in schools and institutions.

(For Further Details Circle Index Code 0158)

SCHOOL PLANNING FILM

"Plan for Learning" is a new 27-minute film that shows how a community can design and build the schools it needs. Produced by the United States Steel Corp., in co-operation with the American Association of School Administrators and the American Institute of Architects, the film received a 1959 School Bell Award from the National Education Association. The motion picture will aid school boards in getting new schools approved, designed and built. It is available without charge to civic and educational groups from U. S. Steel Corp., Pittsburgh 30, Pa.

(For Further Details Circle Index Code 0159)

INDUSTRIAL ARTS SAW

A new 14-in. tilting arbor circular saw, designed for heavy-duty industrial use, is an excellent training saw for vocational schools, according to the manufacturers, Delta Power Tool division of Rockwell Mfg. Co., Pittsburgh 8, Pa. The big 5-in. depth of cut enables the operator to cut 3½ in. stock at a 45 degree tilt. It is designed for use with a 3 or 5 hp. Delta motor. Features of the saw are: extra heavy trunnions supporting the entire saw carriage; jam-proof operation; a four V-belt drive assuring constant and even power transmission; a blade guard with in-

dependently operating side pieces; a full 17 in. of table in front of blade at maximum blade height; double T-slots to hold the massive mitre gauge securely; and a large 48 by 38¼ in. table. Send for full details.

(For Further Details Circle Index Code 0160)

CATALOGS & BULLETINS

A six-page guide describes maintenance and refinishing methods for most types of science laboratory work surfaces. Top finishes, cements, air dry enamels and laboratory sink fixtures, etc., are described with prices and illustrated in this brochure from Kewaunee Mfg. Co., Adrian, Mich.

(For Further Details Circle Index Code 0161)

A 48-page brochure gives complete information on Ceco steel windows and screens for all types of installations, including schools, institutions and residences. Data on hardware, casings and window trims is included. This A.I.A. file is available from Ceco Steel Products Corp., Chicago 50, Ill.

(For Further Details Circle Index Code 0162)

Striking decorative treatments for interior walls, using large ceramic tile are illustrated in full color in a new 16-page booklet from American Olean Tile Co., Lansdale, Pa. Tile installations in schools, churches, entrance foyers, etc., are portrayed. Send for booklet No. 910.

(For Further Details Circle Index Code 0163)

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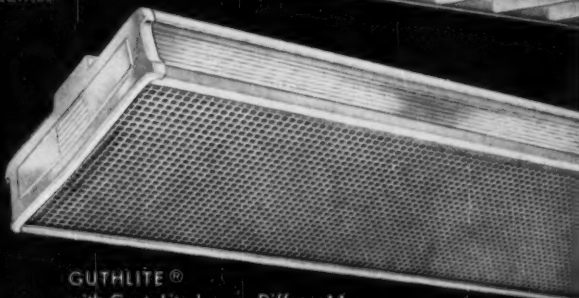
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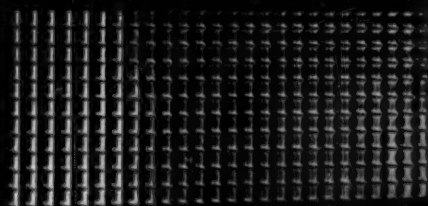
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